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ABSTRACT

Without massive public intervention centering on the public schools, America will have a permanent underclass. This report of the Council of Great City Schools analyzes existing reports on educational reform and provides recommendations for improving urban schools. The report examines the following five key issues that urban schools will have to confront during the next few years: (1) educational achievement; (2) youth opportunities for enrollment in four-year postsecondary education degree programs, employment, and training; (3) community and parent involvement; (4) health care; and (5) buildings and facilities. Successful model public school programs are described, and elements they share are listed. Each of the top ten needs required to address the issues is discussed, and recommendations for meeting them are made. Appendices detail successful urban programs, describe the Council of the Great City Schools, and list the reports and statistical sources used. (BJV)

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Challenges to Urban Education:

Results in the Making

A Report of
The Council of the Great City Schools

Richard Green, President
Florence Baugh, Vice President
Larry Zenke, Secretary/Treasurer
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RESULTS IN THE MAKING

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FOREWORD

As I have reflected on how to bring the urban voice to the current national debate on educational reform, three themes stand out quite boldly. The first is that without massive public intervention, we are at a point in American history at which it is clear that we will indeed have the permanent underclass which was portended by the Kerner Commission report in the 1960's. Every scrap of data with which I am familiar predicts that certain of our citizens will form that underclass by the 21st Century, and that the members of that underclass can already easily be identified by race, income, and family status. If you are Black, Hispanic, or Indian, and live in the inner cities of this nation, there is about a 50-50 chance you will never have a long-term, permanent career.

Second, it is clear that the public intervention needed to challenge this scenario will center on our public schools, where 90% of our young people are educated. This poses tremendous challenges for our schools, but challenges which are necessary if our democracy is to survive. Schools as institutions may not be able to cure all our social ills, but surely they will be the hub around which services to our children are delivered. As school people in the midst of this, we must keep our mission squarely in mind; we must deliver a satisfactory academic education to all our children, or we will have failed in our most fundamental calling. The broader community, in turn, must not only support that mission but must also pull together to meet the remaining needs of our youth outside the academic realm.

Finally, we in the Council of Great City Schools know that it is in the *national* interest – not just in the interest of minority students or urban areas – but in the national interest that we educate every single person who has the label "American". And by American, I mean not only those of us already here, but our new citizens, be they from Mexico, South America, the Third World, or Europe. All students have to be understood to be a part of our national treasury, if we are to survive as a people in the international arena.

To my mind, these are the important themes before us. It is in our self-interest and our national interest for the challenges facing our urban schools to be met. One now hears a great deal about the need to reform American industry and manufacturing. Those in the private sector have done their homework. They know the American worker and the American product are not as competitive in the world market as they used to be. The private sector understands that Japan, a nation decimated by war 45 years ago, is today one of the world's leading industrial powers, in part because it invested in education.

But one dynamic of our country separates us from Japan and presents us with one of our stiffest tests: race and racism. We must develop a new national view of the American citizen that separates the history of racism from the hope of the future. We cannot afford to have a permanent group of people believing themselves to be less than human and not of value – nor can we afford to have them treated that way. All of our futures are inextricably linked. Race, gender, language or handicap can no longer be stumbling blocks to opportunity if our hopes as a nation are to

stay alive. In fact, for this nation to fully flourish, it must celebrate and value its diversity. This must especially be true for the schools of this nation's cities.

We in the Great Cities can contribute significantly to this new celebration of people because we can guide change. In that regard, we must reform our expectations and our language in describing our constituency, because both affect how we respond to the challenges before us. I refer here to what it is that we, as school leaders, expect from at-risk youth – a euphemism for the poor and for people of color and need. In the Book of Genesis when God directs man to name each animal, it is implied that to know the name of a creature is to understand its inner nature and to be able to control it. We need to be very cautious about the use of labels such as "at risk" to characterize our children. The terms themselves can lead us to a false understanding of our youth, their characteristics, their potential, and the problems of their performance. The leap from that epidemiology back to stereotyped expectations of how our children achieve is short indeed if left to insensitive analyses.

The greatest challenge to urban schools and, in fact, to the nation as a whole is the empowerment of those who have been powerless in the past – and to do this through education. We must change our view of people, and we must change our language and expectations about each other. All of our citizens must have the tools to make their own way and to help the society pull together. Our schools must engender the notion that all people can make a difference and must prepare each person to do so.

The districts which form the Council of the Great City Schools understand these challenges and the need to empower and equip their youth. Each in its own way is doing something about them. This report is their story – Results in the Making.

Richard Green
President
Council of the Great City Schools

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OUR PURPOSE

"What is the city, but the people."

– WILLIAM SHAKESPEARE

We, the representatives of the 44 large, inner-city public school systems that make up the Council of the Great City Schools, voted in November of 1986 to enter the national colloquy about the quality of elementary and secondary education. We decided to analyze the existing reports on educational reform, then produce our own recommendations for improving urban schools.

We began this task fully aware that American library shelves are creaking under the weight of the numerous education reform reports published during the last five years. We also realize that the country has moved far beyond just talking about educational reform and is taking action – bold actions which in some cases predated the blue-ribbon-panel pronouncements that a problem existed.

Progress abounds: school districts are revamping curricula, states are reordering priorities, and the federal government is rewriting legislation. If our schools were ever "in trouble", as one of the reform reports declared, they are now out of intensive care and coming along steadily. The "nation at risk" has become the "nation on the offensive". The specter of "educational bankruptcy" seems to have vanished as fast as educational stockholders could say "local control".

We give credit to the reform reports for mobilizing these improvement efforts. And we commend them for catalyzing public interest in education.

Then why are we issuing our own report?

Why We Need This Report

We envoys of the Great City Schools noticed something missing from the reform discussion: the voice of urban America. That is not to say that the reform reports have not eloquently described the needs of disadvantaged children. Many did, and several offered recommendations affecting inner-city schools. But for us, the realities urban schools face became a blur among the general conclusions of these reports and the general nature of the panels who produced them.

Because of our size and demography, we urban schools experience special problems that put a different "spin" on education reform. For example, suggesting we lengthen our school day is little help to a school district that must negotiate with 20 unions to keep a building open. Proposing we use more instructional technology in schools too old to have enough electrical outlets is demoralizing. Recommending that our children simply "say no" to drugs and sex when both are ever-present in cities is wishful thinking. Enacting stricter academic graduation requirements is risky to a district with large numbers of students on the verge of dropping out.

In addition to asking about merit pay for teachers, we must also ask how to get teachers, particularly Black and Hispanic, to teach in our schools and act as role models for our children. In addition to attracting and training excellent school leaders, we must also ask how to keep the teachers we have from burning out. Rather than asking why

school buildings are closed half a year, we must ask how to stay on top of repair needs stemming from overuse. In addition to asking how schools can use the newest technology, we must also ask how to secure technology for schools that have none. In addition to asking about parental choice, we must also ask about the children with no parents. Rather than asking how much college students are learning, we must ask how to get our students into college.

We ask, in summary, about educational opportunities, equity, jobs, and community action. And we needed a report that recognizes these urban realities.

We also needed a report to show us creative ways of responding. Our own member schools are in the best position to outline the challenges of inner city education and suggest some solutions. After all, our urban schools have been pioneers of reform, quietly working to improve themselves for about ten years now, long before the National Commission on Excellence in Education was appointed. We know what works for us; we also know what we need to do better. Why not share that information with other schools in the same situation?

Finally, we needed a report that would incite urban citizens and institutions into recognizing our pivotal role and supporting our mission. Sometimes we urban educators feel isolated as we go about our task of reforming city schools. We don't always get the help we need. The support of our urban and national institutions, governments, and the public would go a long way toward getting the job done.

How to Use This Report

This report has several uses. First, we hope this document will alert the American public and institutions that our urban schools play a pivotal role in shaping American society and that our nation's future depends on the strength of these schools. We try to convey this message in Chapter 1, "Urban Education Is Everyone's Business."

Beginning in Chapter 1 and throughout the rest of this report, we use a device we call the "Urban Index"—a list of related vital statistics that gives a graphic snapshot of the challenges facing urban schools for a particular issue. We hope that the reader will consider the cumulative impact of these statistics and the related narrative, rather than pulling out isolated statistics. No one data item can capture the diversity of our nation's cities, and it would be misleading to use the data in that way.

Second, we are using this report to call attention to five key issues our city schools will have to confront during the next few years: 1) educational achievement; 2) youth opportunities for enrollment in four-year post-secondary education degree programs, employment, and training; 3) community and parental involvement; 4) health care; and 5) buildings and facilities. Chapters 2 through 6 examine each of these issues in depth.

At the outset of each chapter, we describe the challenges facing urban schools, using the urban statistical indices and a narrative list of what we must do.

Third, we want school districts to use this report as a resource document to revitalize their own schools. Thus, we include in every chapter capsule descriptions of model programs that meet the challenges under discussion. We call these rosters of exemplary projects "The Top Drawer" because we are proud of our accomplishments and feel they deserve a prominent place in any collection of reform sourcebooks. We follow each catalogue of top drawer programs with a list

of "Common Threads" – elements shared by all the exemplary programs. We do not mean to infer that these top drawer programs are the only models; to the contrary, they are just a small sample of the many excellent programs found in the cities. To emphasize that point, we have noted several other worthy programs in the compendium appended to this report.

Fourth, we believe that before embarking on an agenda of reform, school districts must assess their needs related to a particular issue. To help with this, we list, in each chapter, the "Top Ten Needs" related to that issue.

Fifth, we want school districts, government, and public and private agencies and institutions to use this report as a blueprint for improving education in the cities. Accordingly, we conclude each chapter with an inventory of recommendations that are based on the actual experiences of our schools and are validated by our successes. For each of the five issues, we offer recommendations to ourselves and to others: local, state and federal governments, parents, the private sector, churches, higher education institutions, and community-based organizations. We call these, "Recommendations: How Everyone Can Help Meet the Challenge."

We have also provided a space after each recommendation for school districts to keep track of which recommendations they and others have implemented. We are counting on urban schools to make reform and improvement a continuous process in their school districts; we hope that school districts and other institutions will periodically revisit this list of recommendations to see whether the actions taken have been successful and to assess what remains to be done.

Here then, is a report that caps almost a year of self-examination by the 44 large, urban districts belonging to the Council of the Great City Schools. Here are our reasons why urban education is everybody's business and our recommendations for how we can all become involved.

August, 1987
The Critical Issues Task Force
of the Council of the Great City Schools

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Larry Zenke, Secretary/Treasurer
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CHAPTER 1
URBAN EDUCATION IS EVERYONE'S BUSINESS

"No institution in society is working harder to realize the promise of our Constitution and our commitment to justice and equity than are the urban schools. Let those who condemn them make half the effort and we would be a new society tomorrow."

–Dr. James D. Baines
William Paterson College

Our Strategic Position

No urban institution has a more resounding impact on the American society, economy and culture than the public school. Certainly no other institution is called upon to do more: we expect our urban schools not only to teach, but also to feed, to nurse, to transport, to shelter, and to provide recreation. To place similar demands upon our cities' banks, ports, museums, parks, or markets would be ludicrous.

Yet, no urban institution is as frequently criticized, scrutinized, unappreciated, or forgotten as the city school. This lack of support seems to be nearly as widespread among those who live in our cities as it is among those who do not.

Imagine if a public official were to propose cutting by a third the variety of commodities bought and sold on the floors of the Chicago Board of Trade, or phasing out funding for the Port of Baltimore, or turning over to the State the Metropolitan Museum of Art in New York, or compelling residents to redeem a voucher in order to use San Francisco's Golden Gate Park. The uproar that would greet such proposals would deafen not only the cities, but small towns from Byfield, Massachusetts to Bodega Bay, California. Yet, similar proposals have been made with respect to our urban schools by those who do not understand our uniqueness.

Why does this passionate public commitment elude our inner-city schools? Urban educators, who have shouldered without complaint the responsibilities placed upon the schools, have trouble understanding why most citizens don't share their devotion to helping urban children. Why, the Great City educators wonder, will a middle-aged shopkeeper wax nostalgic for hours about the good old days at P.S. 130 but refuse to give a moment's consideration to sitting on a business advisory council for the city's high school vocational program?

A lack of information may be part of the reason. Some Americans may still be operating from a "blackboard jungle" myth of urban education, completely unaware that the video terminal has replaced a lot of the blackboards and that the only jungle is in the vocational horticulture program.

Urban educators need to do a better job of drilling the public in two rote lessons: First, the future of our country depends upon the strength of our city schools; the city schools are as essential to the national welfare as America's military bases are to the national

security. Second, our country cannot afford to write off any child's future; all children can learn.

Urban Index #1: Our Strategic Position

Consider the following indicators:

Number of public school children enrolled in the 44 Great City Schools, 1985: 4,453,623

Number of public school children enrolled in the State of California, 1985: 4,144,000

Percentage of all Black public school children in the U.S. who are enrolled in the Great City Schools: 33%

Percentage of all Hispanic children in the U.S. who are enrolled in the Great City Schools: 27%

Percentage of all Asian children in the U.S. who are enrolled in the Great City Schools: 20%

Percentage of all youths age 16-24 who live in central cities: 28%

Percentage of all Black youths age 16-24 who live in central cities: 56%

Number of workers paying for the benefits of each retiree in 1950: 17

Number of workers projected to be paying for the benefits of each retiree in 1992: 3

Proportion of those workers in 1992 who will belong to a minority group: ⅓

Economic and demographic trends are converging in such a way as to place the cities in an even more strategic position in the future.

Economic trends point to the need for a better-educated citizenry to compete in more technologically-oriented international markets. The coming high technology boom promises a transformation as sweeping as the Industrial Revolution of the 18th Century. The U.S. will likely continue to yield the manufacturing of heavy industrial goods and simple consumer items to developing countries; those countries in turn will probably buy sophisticated capital equipment and new kinds of exportable services (such as financial, educational, computer, and telecommunications services) from us. Unless our country is prepared to develop these new fields, we will continue to lose jobs and wealth to other nations.

At the same time, demographic trends reveal an American population transformed by lower birthrates, higher average ages, rising immigration rates, and increasing percentages of racial minorities. By the year 2000 there will be 34 million Americans over age 65 – an increase of 33% since 1980. But there will be about 7 million fewer young adults age 20 to 35 to make Social Security payments and support the aged. By 2000 the young working population will be about 28% minority, compared to about 22% today. Yet, minority youth continue to be excluded from the full benefits of American society.

If the nation cannot improve the productivi-

ty of a population against which it has historically discriminated, then the fate of all may be in jeopardy. To the extent that minority and poor children's access to the American dream is blocked, to the extent that the education which opens up the door to the dream is neglected, then the dream itself will die.

Just as our cities' banks, ports, and markets are the heart of the American economy, so are these urban students its lifeblood. The ability of our urban schools to produce a skilled citizenry will shape not only the urban landscape but that of the whole nation.

A national employment or education policy that ignores the 28% of youth residing in cities is *no* policy. They are the same 28% of adults who will run our telecommunications networks, if employed, or drain our economy, if unemployed; who will pay for our old-age benefits through their social security taxes or receive welfare benefits from our taxes. That's why the citizens of Bodega Bay, California, must care what happens to the Los Angeles schools. That 28% is the crucial piece of the pie graph that will determine whether the nation surmounts its hurdles or is crippled by them.

Our Unique Challenges

If urban students are to fulfill their potential, our city school systems will have to grapple with some of the toughest challenges in their 200 year history. The richness and promise of the cities exist in a milieu of enormous complexity and formidable problems, an environment unique in the educational universe.

The following statistics give a snapshot of the challenges of size, diversity, and financial support that our urban schools contend with each day:

Urban Index #2: Challenges of Size and Complexity

Total annual expenditures of the 44 school districts in the Council of Great City Schools, 1985-86: $20 billion

Gross National Product of New Zealand, 1985: $19 billion

Number of teachers employed by the 44 Great City school districts, 1985-86: 203,000

Number of instructional staff employed by all the public schools in the State of Texas, 1985-86: 200,120

Average number of unions with which a large urban district must negotiate: 20

Number of school lunches and breakfasts served daily by the 44 Great City school districts: 2,000,000

Average number of meals served daily in the U.S. by the federal Meals on Wheels program: 616,000

Urban Index #3: Challenges of Student Population

Percentage of school-age children residing in central cities who are poor, 1983: 30%

Percentage of school-age children residing in the non-central portions of metropolitan areas who are poor, 1983: 12%

Percentage of children enrolled in Great City schools who come from families receiving public assistance: 33%

Percentage of children enrolled in Great City schools who are eligible for free or reduced price school lunches: 80%

Percentage of children enrolled in the Great City schools who are minority: 75%

Percentage of Great City school children who are Black: 45.8%

Percentage of Great City school children who are Hispanic: 22.7%

Percentage increase in Hispanic enrollment in Great City schools between 1980 and 1986: 13.5%

Percentage of Great City school children who are Asian: 4.9%

Percentage increase in Asian enrollment in Great City schools between 1980 and 1986: 33.4%

Number of different languages spoken by students in the 44 Great City school districts: 110

Percentage of female-headed households in U.S.: 14%

Percentage of female-headed households in central cities: 21%

Urban Index #4: Fiscal and Economic Challenges

Percentage of total national education expenditures spent on urban schools in 1970: 15.1%

Percentage of total national education expenditures spent on urban schools in 1985: 12.4%

Average spending per capita on education in Great City school districts: $412

Average spending per capita on education in suburban school districts adjacent to Great City districts: $473

Change in residential property tax rates per $100 of assessed valuation in Great Cities between 1980 and 1985: -4%

Equalized property valuation per pupil in the State of New Jersey: $213,934

Equalized property valuation per pupil in New Jersey's six largest urban areas: $60,760

No array of numbers can fully capture the 44 different environments of the Great City school districts. No list of statistics can define what makes an Albuquerque different from a St. Paul, or a Memphis different from a Rochester. However, these statistics do depict the common challenges of an urban ecosystem: enormous size, logistical complexity, cultural diversity, extreme poverty, declining financial support, changing family structures, and shrinking job opportunities for those with modest education.

These factors are interrelated. For example, the loss of a major manufacturer triggers a decline in household income, which reduces the city's fiscal resource base, which drives up taxes and drives out the middle income

families. School district demographics are further strained by municipal policies beyond their control, such as public housing, welfare, and real estate policies and practices that keep the poor in the cities.

We are seeing a continued stratification of the populace who remain in the central cities: in one tier are those bonded to the welfare system who require more public services than they can pay for, and in the other tier are the upwardly-mobile beneficiaries of the high-technology and information job boom. The politics of dichotomy are leading to dramatic disparities between the wealthy and the poor in cities and to the increased likelihood that the urban disadvantaged will never participate in any boom without training for jobs. And, to the extent that poverty correlates strongly with low achievement, we are locking in this cycle for generations to come.

Unless there is meaningful intervention through education and other forms of human investment, the situation will deteriorate in a downward spiral.

Our Strengths

Urban educators are rolling up their sleeves and tackling these overwhelming challenges. Many urban schools are doing a remarkable job of incorporating the realities of urban life into a rich and varied educational experience. We city educators know that our strengths stem from such challenges as size and diversity, and we have turned them to our advantage:

Urban Index #5: Success Stories

Number of Great City schools receiving U.S. Department of Education Secondary School Recognition awards: 28

Number of urban Presidential Scholars: 18

Number of Great City administrators who received "Executive Educator 100" awards, 1987: 16

Number of the ten top science high schools located in cities: 7

Number of winners of the National Young Writers' Contest from Great City schools: 17

Recipient of MacArthur Foundation "genius" grant: Deborah Meier, teacher, New York City Public Schools

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Some well-known graduates of American urban public schools:

Martin Luther King, Jr.
William Howard Taft
Warren Burger
Thurgood Marshall
Walter Cunningham
Golda Meir
William Donald Schaefer
Augustus F. Hawkins
Edwin Newman
Thomas Bradley
Tennessee Williams
Margaret Bush Wilson
Barbra Streisand
Edward R. Murrow
Arthur Miller
O.J. Simpson
Isaac Asimov
Tina Turner
Edward Brooke
Kenneth Clark
Woody Allen
Barbara McClintock
Henry Kissinger
Countee Cullen
Milton Friedman
George Gershwin
James Cagney
Ralph Bunche
James H. Doolittle
Pancho Gonzalez
Glenn Seaborg
Gene Kelly
Billy Eckstine
Louis I. Kahn
Frank Capra
Richard Lugar
Wilt Chamberlain
Ralph Lauren
Marian Anderson
Bill Cosby
Noam Chomsky

Our graduates have been and continue to be leaders in every field, but the urban success story extends beyond what happens to our brightest and most talented. In nearly every one of the Great City School districts, average achievement test scores are rising for all groups of students and are generally exceeding national norms for elementary students.

The size, energy, and diversity of a city can be a tremendous asset to an educational program, and creative teachers and administrators have capitalized on this. The richness and variety of our music and art institutions, media, government agencies, and businesses provide educational and career exploration possibilities for our students rivaled by none. Our city school systems have collaborative programs with symphonies, broadcasting networks, and corporations.

For example, the National Aeronautics and Space Administration's Ames Research Center is sponsoring a project called NORSTAR with the Norfolk Public Schools. NORSTAR is the nation's first student-run space flight project. The project includes the definition, design, fabrication, testing, analysis, and publication of acoustical experiments scheduled to fly on a space shuttle in the future.

Even occupations normally not considered urban are taught in our schools. Philadelphia's W.B. Saul High School of Agricultural Sciences owns and operates Fox Chase Farm, with the largest Future Farmers of America chapter in the country. Here students can learn about breeding, feeding and caring for livestock; bookkeeping; vegetable production; floral businesses; greenhouse management; and other aspects of agriculture and business.

Many of our best programs have grown out of the myriad challenges we confront each day. When faced with a new problem, our districts will invent a new educational approach.

A good example is the way in which our schools have addressed their diversity of cultures and languages. Traditionally, urban schools have been the portals through which immigrant students have entered American life. We are continuing to play this role for the new immigrants who are swelling the enrollments of many cities. Hmong, Salvadoran, Ethiopian, Sikh, Vietnamese, Haitian, Mexican, and Cuban students are all learning in urban schools and enriching the school environment in the process.

The Pittsburgh Public Schools used a diverse student population as the basis for a model international education program. The Pittsburgh International Studies Program spans grades 1 through 12 and teaches participants the vocabulary, customs, music, foods, culture, literature and history of foreign countries; it is recognized for advanced placement at more than 425 colleges and universities around the world.

Some cities have turned grim situations into success stories. Dade County, Florida, was confronted with 3,000 student arrests annually for a variety of criminal offenses. Upon release, these students found themselves hopelessly behind in their home school classes, so the Dade County Schools experimented with an academic program of instruction at the detention facilities. This program – the Dade Juvenile Justice Center School – is now showing success in keeping such dropout-prone youth in school and out of trouble.

This type of experimentation has reaped benefits for the entire country. From the educational laboratories called urban schools have come some of the bedrock concepts of the educational reform movement in America, such as:

- magnet schools as a partial tool for desegregation;
- "effective schools" programs to turn around troubled school buildings according to common sense principles;
- minimum competency exams for ensuring that graduates have specified skills;
- compensatory education for low-achieving and poor children;
- school-based management, and many others.

Our schools are also testing performance evaluations and governance programs for teachers; experimenting with parental choice options; incorporating the new interactive technologies; expanding services to preschool children; opening up facilities to the community; and devoting substantial resources to improving educational access and equity for groups with special needs.

The Urban Partnership

For our systems to meet these diverse challenges, they will need the full participation and support of many different forces in the community: local, state, and federal governments, parents, churches, community-based organizations, businesses, colleges and universities, and the general public.

Teamwork on behalf of education is too often lacking in our cities. Educational success stories are more often the result of energetic school leaders than of a collaborative effort. All too infrequently do the critics of urban schools ask how they can help improve them. More often, we see the public abandoning the city's problems on the schoolhouse steps.

Our schools are asked to solve problems they did not create, to shoulder responsibilities that other agencies disavow, and even to provide the basics of life. Mandates—such as those to serve children with special needs in particular settings or to protect our students and employees' health—are handed down from the federal and state levels, but without the extra funding needed to implement them.

In an inner-city community where other institutions have collapsed, urban schools can quickly become a child's sole provider of food, clothing, health care, housing, transportation, sanitation, and recreation, and the only repository of consistent care for children. The result is an overburdened school functioning in isolation, with the will to succeed but the ingredients for failure.

The city schools have accepted these demands because we care about our children. But if we are to perform our primary mission of teaching and still be the caretaker of the community—and if we are to do these things well—we must have the backing of other segments of the community.

It is in the self-interest of our urban citizens and institutions to support us. A few statistics underscore this point:

Urban Index #6: Benefits of Educational Investment

Cost to the City of Chicago to provide for 13,000 dropouts (the annual number of dropouts in the city) over their lifetimes: $2.5 billion

Dollars saved by the taxpayers for each one dollar spent on dropout prevention in Chicago: $12

Cost per year to house a juvenile offender in a California youth penal institution: $28,000

Cost per year to educate a student in the Los Angeles public schools: $3,440

Dollars saved in social service costs for each dollar spent on a Head Start program: $7

The Great City Schools organization has polled its members and visited their programs. We have spent hours discussing what our needs are, how we can do a better job, and how the community at large can help. From these efforts has emerged a list of five critical areas where we have mounting challenges and need support. The five areas are: 1) educational achievement, 2) youth opportunities for enrollment in postsecondary four-year degree programs, employment, and training, 3) community and parental involvement, 4) health care, and 5) buildings and facilities.

If we have a central message to impart with this report, it is this. Against great odds, the urban school districts are doing positive and exciting things to meet the needs of all our children. Because we are committed to children, we have taken on these additional duties as needed, but above all, we want to educate them. To do this well, the people, institutions, and agencies of the community will have to support us in our primary responsibility of teaching children and will have to take over some of our secondary responsibilities. We cannot do it all alone.

CHAPTER 2
URBAN YOUTH ARE LEARNING MORE

Educational Achievement in the Urban School

Our charge is to deliver quality education to all our students, whether they are poor, disadvantaged, minority, limited-English-proficient, gifted or talented. This is an awesome responsibility, and there are several obstacles we must overcome to execute it.

First, in boosting the educational attainment of our lowest-achieving children, we must maintain the excellence of our highest-achieving children.

Second, we must deal with a constantly changing definition of a functional level of achievement. As we move into the technological/information age, society is demanding higher levels of achievement of our students. As the Library of Congress' Commission on Reading concluded, "What was a satisfactory level of literacy in 1950 probably will be marginal by the year 2000."

Third, we must struggle with social factors that work against learning: skepticism about the usefulness of education, peer pressure against excelling in the classroom, poor educational attainment within the urban family, and lack of role models within the urban setting.

Here are some of the challenges we face:

Urban Index #7: Educational Attainment Challenges

Gain in average reading score of disadvantaged urban 17-year-olds on National Assessment of Educational Progress (NAEP), 1971–1984: 7 points (from 259 to 266)

Gain in average NAEP reading score of all 17-year-olds, 1971–1984: 4 points (from 284 to 288)

Gap between average NAEP reading score of disadvantaged urban 17-year-olds and average NAEP reading score of all 17-year-olds in 1984: 22 points

Gain in average NAEP reading score of Black 9-year-olds, 1971–1984: 19 points (from 169 to 188)

Gain in average NAEP reading score of all 9-year-olds, 1971–1984: 6 points (from 207 to 213)

Gap between average NAEP reading score of Black 9-year-olds and average NAEP reading score of all 9-year-olds: 25 points

Percentage of white youth age 18 who fail to complete high school: 15%

Percentage of Black youth age 18 who fail to complete high school: 17%

Percentage of Hispanic youth age 18 who fail to complete high school: 31%

Percentage of Japanese students who drop out: 7%

Urban Index #8: Resource Challenges

Decline in federal revenues to the Great City school districts between school years 1980-81 and 1985-86, adjusted for inflation: -20%

Decline in federal spending for disadvantaged students under the Chapter 1 program between fiscal years 1980 and 1987, adjusted for inflation: -17.2%

Decrease in the number of children served under the federal Chapter 1 program between school years 1979-80 and 1984-85: -500,000

Percentage of eligible children not served by the federal Chapter 1 program in 1984: 45%

Percentage of households with children under 18 in 1970: 55.8%

Percentage of households with children under 18 in 1980: 49.6%

Computers per 30 students in high schools with less than 5% Black students: 1.3

Computers per 30 students in high schools with more than 50% Black students: .9

Computers per 30 students in high socio-economic status elementary schools: .9

Computers per 30 students in low socio-economic status elementary schools: .5

Extent of teacher shortages in central city schools as compared to the extent of teacher shortages in all schools: 2.5 times the shortage

Percentage of enrollment in Great City Schools that is Black: 46%

Projected percentage of general teaching force that will be Black in 1990: 5%

Number of new minority teachers that would have to be produced annually to fill the current demand for minority teachers (based upon the percentage of the population that is minority): 50,000

Approximate number of minority college students graduating with degrees in education annually: 14,000

These indices starkly depict the challenge: to bring up the achievement of all urban students, particularly disadvantaged and minority students, and to do this with limited fiscal and teacher resources.

To accomplish this we will have to:

- Raise teachers' expectations for our children's achievement;
- Encourage parents and the community to support education and instill in our children a value of and pride in learning;
- Keep more of our students in school until they graduate and attract those who have dropped out to re-enter school;
- Recruit more Black and Hispanic teachers to meet looming shortages and serve as positive role models;
- Create a safe, disciplined, and racially supportive learning environment;
- Improve access to instructional technology;
- Meet the special needs of handicapped, limited-English proficient, and immigrant students; and
- Extend the educational process to preschool children and to adults.

Many factors are working against us. First, the fiscal future does not look promising. Squeezing the resources for school reform from tight city budgets will be increasingly difficult in areas where the tax base is shrinking and the competition for local, state and federal resources is growing. Now, for the first time in recent memory, less than half the households in the country have school-age children, an alarming situation for school systems with bond issues or millage increases on the ballots.

Another factor is the steady immigration into our cities of students with minimal literacy skills in their native languages and severely limited skills in English.

Finally, the educational reform movement may prove an unwitting adversary in our struggle. Some researchers have cautioned

the reformers about the possible negative effects of such reforms as increased academic graduation requirements upon our disadvantaged youth. This is what Dr. Henry Levin had to say about the issue in the report, *The Educationally Disadvantaged: A National Crisis:*

> Without a major attack on the educational problems of the disadvantaged in the earliest grades, the raising of competency standards will discourage them from completing school. This is even true when standards are used for determining promotion in earlier grades. Without major funding and programs to alleviate early deficiencies, too many of the disadvantaged will be required to repeat grades, at great cost to the schools.

Of the numerous States that have increased their graduation requirements, only one has enacted a major new program focused on economically disadvantaged children to accompany these changes. Without a conscious effort from all levels of government to help low-achieving students cope with these academic reforms, we could see increased dropout rates.

Thus, the challenges before our urban schools to raise the achievement level of students and to build a community environment that reinforces learning are numerous indeed. But we are making steady progress.

Our hard work, self-examination, and innovation of the last several years has paid off. In many of our urban districts, we are witnessing improvements in standardized test scores, retention rates, reading readiness, reasoning and analytic capacity, motivation, attendance, and self-confidence – improvements that would have been thought idealistic a decade ago.

The following is a sample of what can be done:

THE TOP DRAWER: PROGRAMS THAT ENHANCE STUDENT ACHIEVEMENT

MINNEAPOLIS PUBLIC SCHOOLS
Benchmark Tests

In 1982 the Minneapolis Board of Education adopted its first Five Year Plan and made a commitment to significant changes designed to improve the quality of the educational experiences available to the children of the city. While the Five Year Plan addressed all aspects of the organization, no single aspect was more important than the establishment of a centralized curriculum. With a well-defined, centralized curriculum in place, the Minneapolis Public Schools addressed the issue of standards and accountability. Criterion-referenced tests, called Benchmark Tests, were introduced to annually measure student mastery of objectives in the basic skill areas of reading, writing, and mathematics. Performance standards were set for the Benchmark Tests. At selected grade levels, known as Promotional Gates, students must demonstrate mastery of the Benchmark Tests before moving on to the next grade.

In 1984, when the first Promotional Gate was implemented at the Kindergarten level, 13% of the students were retained. Although minority students made up only 36% of all Minneapolis Kindergarten students that year, 77% of the students retained were minority. Students who failed the Benchmark Tests were placed into a special Transition Program staffed by locally-funded intervention teachers. By the end of their Transition year,

approximately 94% of the retained students were able to demonstrate their readiness to advance to first grade. Today similar Promotional Gates are also in place at the end of grades 2, 5, 7, and 9.

District data indicate significant improvements in the percentage of students passing Benchmark Tests, especially among Black and American Indian students, since intervention teachers have been in the schools. As a result, the gap between majority and minority student achievement has begun to close.

FRESNO UNIFIED SCHOOLS SPARC (Students with Promising Academic and Reasoning Capacities)

Fresno's SPARC program identifies early in their career those students in grades 1–8 who have high potential but are nevertheless at risk educationally. The purpose of the program is to stem the high dropout rates among children in poor neighborhoods by providing special services to these students.

Currently students are being served in 15 elementary and 8 middle schools with high concentrations of poor, Hispanic, Black and Southeast Asian children. About 325 elementary and 400 middle school students receive services focusing on self-esteem, academic expectations, peer counseling, time-management, goal setting, work attitude, and expectations for postsecondary education. They also receive help in basic coursework in reading, mathematics, economics, physics, chemistry, computers and the arts.

SPARC teachers have been specially trained in cooperative education and affective learning techniques; parents of SPARC students receive training in ways to help their children succeed educationally. Parent outreach and education tips are provided over Spanish-language radio and television.

Supported largely with local funds, the SPARC effort is showing remarkable results through improved attendance rates, more completed homework, better oral and written language skills, more positive attitudes toward learning, greater self-confidence and sense of responsibility, and higher achievement. Children who show exceptional ability in the program are placed in one of the district's four nationally recognized schools for the gifted.

NEW YORK CITY PUBLIC SCHOOLS Project SOAR (Student Opportunity, Advancement and Retention)

The SOAR program in New York City focuses on 9th and 10th graders who may or may not be gifted but who have patterns of poor attendance, lateness, and low achievement in at least three courses. The program seeks to improve school attendance, retention and achievement in these two critical grades.

Currently PROJECT SOAR operates in 16 high schools and serves about 2,300 young people. Limited-English proficient and special education students are specifically targeted. Students in SOAR are given personalized service in alternative school environments where English, math, science and social studies are taught in classes and tutorial settings. The program features regular teacher meetings on individual student progress, intensified work with guidance counselors, off-site cultural a[illegible]ecreational activities, attendance outreach, [illegible] health services.

Each school's project is headed by a person who coordinates all aspects of the program and directs outreach services through

home visits and parent conferences. In addition, the program at each of the 16 high schools is linked to at least three feeder middle schools to provide dropout prevention, orientation and other services.

Supported by a state grant of $10 million, the SOAR effort uses the resources of the New York Philharmonic, New York University, Lehman College and others to provide cultural and in-service training activities.

Although just two years old, the program is producing results. Forty-seven percent of the "full-year" participants in the program improved their attendance and 44% passed at least one more course than in the previous year. The success of the effort has led the system to begin expanding the use of interactive instructional technologies, teacher video training, parent workshops, and peer mentors.

NASHVILLE PUBLIC SCHOOLS
Transition-One

This unique, locally-funded, $1.2 million program works with 6-year-olds who lack first-grade readiness skills. The program provides a transitional instructional year between Kindergarten and regular first grade for children with developmental delays. This alternative educational arrangement gives the 728 participating children in 37 schools additional time for maturation and preparation for success in the first grade.

Youngsters are enrolled in the program following a meeting involving teachers, parents and the principal, and are assigned to self-contained classes limited to 20 pupils. A system-wide curriculum, emphasizing the development of gross and fine motor skills, oral expression, pre-reading activity, creativity and mathematics readiness, is the basis of the learning activities.

Annual evaluations of the program over its five year history show tremendous success among participants: greater readiness for first grade and (according to preliminary data from a cohort study) learning gains that are sustained in later grades. Surveys of parents, teachers and principals demonstrate the program's enthusiastic backing. The success of the effort has led the system to expand it to 17 more classrooms in 1987-88.

PITTSBURGH PUBLIC SCHOOLS
Monitoring Achievement in Pittsburgh (MAP)

The MAP Critical Thinking program in the Pittsburgh schools is designed to improve students' ability to question and reason while they are assimilating knowledge through traditional teaching methods. Students' critical thinking skills are honed through reading, discussion, and essay writing as part of the social studies curriculum. The project has three main components: instruction, assessment, and staff development.

In the instructional component, students, using materials designed by teachers and supervisors, are expected to read or listen to selected books or other materials; list, diagram, or outline their important parts; question what they have read or learned; summarize or paraphrase the work; write critical essays; and critique others' essays. These activities foster critical, inferential, literary, and evaluative skills.

The assessment component is designed to provide feedback to teachers and students and consists primarily of teacher-developed essay tests. The uniformly-scored tests assess student outcomes in six categories:

presentation of topic, evidence, explanations, conclusions, organization, and task orientation.

The final component of the MAP program is staff development. Each year, all social studies teachers are given an orientation to the program; followup sessions provide more detailed training.

The Pittsburgh model for expanding critical thinking skills training for all students is gaining popularity among city school systems. To date, preliminary evaluations of MAP indicate that not only does the process stimulate higher-order thinking and creativity, but it also improves the accumulation of basic knowledge.

DETROIT PUBLIC SCHOOLS
Middle Schools Development Centers

This program focuses on disadvantaged youngsters in grades 6 to 8 who show poor attendance, low achievement, and discipline problems that interfere with teaching and learning. Serving between 250 and 300 students, the district's two Development Centers provide otherwise unsuccessful students with social, academic, and coping skills to handle the procedures and discipline of a regular school setting. In addition to emphasizing regular cognitive and academic skills, the Centers stress affective skills and personal discipline. A team of counselors, parent liaison workers, social workers, and a psychologist are assigned to each school.

The Centers also provide weekly training sessions for parents on how to improve the home environment to promote learning. All staff at the Centers are specially trained in group counseling, conflict resolution, instruction, assertive discipline, and effective management, and all are committed to working with students from troubled backgrounds.

Since the Centers were started in 1984, the program has shown strong results in the face of often difficult barriers. More and more students who leave the Centers are staying in the regular school program with success.

PHILADELPHIA PUBLIC SCHOOLS
Early Childhood Education Programs

The Philadelphia Public Schools, one of the first in the nation to offer Kindergarten, is pioneering a remarkable series of early education programs for low and middle income children. The city's schools offer four major pre-Kindergarten programs (Child Care, Parent Cooperative Nursery, Get Set Day Care, and Head Start) and seven major school-age programs (Academics Plus, Benchmark, Follow Through, Kindergarten, Primary Skills, Project Success, and a Transition Program).

In 17 sites across the city, the Child Care program provides a full-range of day care services for young children age 6 weeks to 11 years and their families. The services include child development classes and assessments, social and health services, nutrition, parent training, staff development and community relations. The Parent Cooperative Nursery Program, located at 21 sites (including schools, churches, and recreation centers), provides a half-day preschool experience for about 440 children. The program provides an enriched curriculum where parents are required to participate one day a week. The Get Set Day Care Program is designed to provide child day care services for parents who work or are receiving employment-related training or education. And the Head Start program, first implemented by the Philadelphia Schools in 1970, is located at 29 sites, primarily school buildings and local churches. This effort follows a school day schedule and is oriented toward school-readiness activities (including music, parent involvement, staff development, academic readiness, medical, dental, nutritional, social and psychological services).

This set of preschool programs, along with those at the early grades, are showing breakthrough results in early childhood education. Not only are the programs producing an immediate payoff in test scores, but the results are being sustained through the grades. Scores from each of the programs now show the majority of participants above national norms. The extent and depth of the programs has recently raised the district-wide test averages above national norms, and new preliminary data point to significant cost/benefit savings for the city.

BUFFALO PUBLIC SCHOOLS
Magnet School Program

The Magnet Schools of the city of Buffalo had their beginning on September, 1976 when the first two magnets – Waterfront Elementary and City Honors School – went into operation. Now Buffalo's magnet schools are nationally and internationally renowned for their quality and scope. Since 1976, the magnet program in Buffalo has grown from two schools to 22 and includes such schools as the Buffalo Montessori school, the Buffalo Academy for Visual and Performing Arts, the Academic Challenge Center, the Futures Academy, the computer science and international studies programs at Bennett High School, the bilingual magnet and others.

These schools, enrolling over 14,000 students, have racially-balanced student populations and constitute an amazing success story in urban improvement. Evaluations demonstrate that the schools are succeeding in improving ethnic composition, academic achievement and parent participation. In the latest round of school recognition awards from the Department of Education, no single school system nationally won as many as the Buffalo Public Schools.

Programs like these (and the several other noteworthy programs described in the Compendium of Successful Urban Programs) help explain why inner-city students are gaining in achievement at a greater rate than their peers on tests like the National Assessment of Educational Progress and why our big city school systems are doing a better job than anyone of boosting the achievement of both white and minority students. Federal evaluations of the $4.0 billion Chapter 1 program, one that is so crucial to our cities, also show

that success in the program is strongest in urban areas and the rural South, where most of the dollars are concentrated. Finally, a recent survey conducted by the Council of Great City Schools shows that in over 90 percent of our member urban school districts, the elementary school children are scoring above national norms on standardized achievement examinations.

What makes these programs and others so successful? We asked our urban school leaders and program directors that question as part of this project and found some underlying themes. This is their list of key components:

COMMON THREADS

- A comprehensive interagency and interdisciplinary approach that addresses the needs of our youth and their families;
- Strong centralized administration that defines the school's mission, sets measurable goals, and provides technical assistance to schools;
- Highly qualified, professional, and committed teachers who have high expectations for and make demands of our urban children and who are involved in school decision-making;
- Strong and regular training of instructional staff, administrators, teacher aides, and volunteers regarding the needs of urban children and strategies for addressing those needs;
- Strong instructional leadership from individual school principals;
- Strong community and parent support for learning at school and at home;
- Specialized curriculum that is coordinated across subject areas, well-paced, and sequenced for individual students;
- Small classes and group learning settings, individualized instruction, and a personalized, caring environment;
- Instructional emphasis on self-esteem, values, attitudes, personal discipline and accountability, with incentives to learn and rewards for success;
- Adequate instructional technology, books and supplies; and centralized plans for the utilization of existing and emerging technology;
- Comprehensive early childhood programs to prepare children and parents for school;
- Detailed assessments of student, school, and community needs, followed by appropriate placement of children that includes periodic reassessment and avoids tracking; and
- Close monitoring of student and teacher progress, with regular feedback to both.

If we understand the scope of the challenge and know what appears to work in boosting the educational achievement of our students, then why aren't there more exemplary programs? How can we make that happen? We put these questions to our nation's urban schools as well. Their responses:

TOP TEN NEEDS OF URBAN SCHOOLS

1. Higher expectations for our children from educators, parents, and the community; greater emphasis on personal responsibility for and the value of an education.
2. School size and organization that provides each student with personal attention and rewards for performance.
3. A teaching force that understands and accepts our diverse population and that gives our students role models from all our racial and ethnic groups.
4. Access to gifted and talented education for students from all backgrounds.
5. Staff development and in-service training for teachers and administrators which stresses retention of qualified staff, morale, professionalism, and instructional effectiveness.
6. Long range strategic planning by school boards, the central administration, and higher education leaders on the goals, plans and philosophy of the school system.
7. Better, more modern technology to make our students technologically literate and to improve research and management.
8. Multi-cultural and multi-ethnic curricula that recognize the needs of our diverse population.
9. Improved research and evaluation on teaching approaches, student assessment, and promising practices.
10. Increased funding targeted to problem schools, consistent over time and flexible in its uses.

RECOMMENDATIONS: HOW EVERYONE CAN HELP MEET THE CHALLENGE

Urban School Districts Can: Have You?

1. Establish and publish higher benchmarks and expectations for student academic performance and train school personnel in their use. _____
2. Increase teacher involvement in decision-making at school sites. _____
3. Provide smaller and more personal instructional atmospheres, such as schools-within-schools. _____
4. Closely relate individual student assessments to curricula and instructional design. _____
5. Closely monitor program quality. _____
6. Conduct more public information campaigns on successful programs. _____
7. Step up activities to recruit minority teachers (such as through the provision of college scholarships for minority high school students who agree to come back and teach in urban schools), and to retrain existing personnel. _____
8. Conduct more long-range planning. _____
9. Provide more technical assistance and research assistance to individual schools. _____
10. Examine board and administration policies and practices on grade promotion, graduation, and retentions for the effects on school failures and dropout rates. _____
11. Provide effective grade level instructional programs and materials that are appropriate for urban youth. _____
12. Develop and improve programs aimed at developing higher order and critical thinking skills in all urban youth. _____
13. Provide greater access to gifted and talented programs for urban youth. _____
14. Move away from conceiving of education of urban youth as a remedial task and toward conceiving of education as one involving multidisciplinary and systemic changes leading to personal empowerment. _____
15. Allow principals the authority to exercise leadership at the school level to ensure that instructional goals are met. _____
16. Develop policies and practices that engage parents in the education of their children. _____

The Federal Government Can: Has It?

1. Provide full funding for Chapter 1, ECIA programs and increase Chapter 1 targeting on areas with concentrated poverty. _____
2. Enact legislation and appropriate funds for comprehensive dropout prevention and re-entry demonstration grants. _____
3. Enact separate legislation and appropriate funds for grants to school districts to develop effective schools programs. _____
4. Enact new legislation to promote minority teacher recruitment, teacher retraining, and projects to test teacher governance approaches. _____

5. Cease enacting mandates without providing funds to implement them. _____
6. Enact new federal legislation on comprehensive child care and early childhood education that sets up cooperative arrangements between school districts and child care agencies. _____
7. Permit school districts to apply directly for Head Start funds. _____
8. Increase the current share of federal funds to cities from 15% to 25%. _____
9. Allow greater local flexibility in program administration. _____
10. Double the current funding for the Magnet Schools Program. _____
11. Enact new legislation on technology education focusing on urban youth. _____
12. Increase funding for refugee and immigrant education. _____
13. Provide greater targeting of Chapter 2, ECIA block grant funds. _____
14. Enact new legislation and appropriate funds for secondary school improvement. _____

States Can: Has Your State?

1. Provide greater and more targeted basic aid to urban school districts less tied to local property taxes and more to indices of public school student and family needs. _____
2. Permit urban school districts broader taxing authority. _____
3. Develop policies and practices of financial and technical support for school districts whose achievement may be below state averages. _____
4. Permit urban schools to credential teachers with greater authority and flexibility. _____
5. Provide resources to city schools to replicate successful programs for disadvantaged children. _____
6. Examine the effect of increased graduation and other requirements on dropout rates and special needs youth. _____

Local Governments Can: Has Yours?

1. Examine city-wide policies on housing, health, welfare, economic development, employment, social services, and community services (such as libraries, police and recreation) to determine their impact on the educational achievement of urban youth. _____
2. Support and encourage re-entry programs by school districts for school dropouts. _____
3. Assist school districts in disseminating information about attractive programs and assessing the needs of urban constituents. _____
4. Provide greater funding for basic educational programs in city schools. _____

Universities Can: Have Yours?

1. Actively recruit and train additional minority teachers and provide followup. _____
2. Translate and disseminate to teachers research findings on successful instructional techniques. _____
3. Work with local school districts on joint research studies. _____
4. Offer better training to student teachers in working with diverse populations. _____
5. Teach student teachers how to identify gifted and talented children, to transmit the joy of learning, to counsel, to challenge minority children, and to teach higher order thinking skills. _____

6. Conduct research on and carry out programs for early childhood education. _____
7. Assist school districts in developing in-service training programs. _____
8. Reward your educational professors for work *with* urban schools rather than for simply writing *about* them. _____

The Private Sector Can:	Have Your Businesses?
1. Provide flexible schedules for parents with children in early childhood programs.	_____
2. "Adopt" schools and help develop specialized academic curricula.	_____
3. Offer tutorial and recreational programs to families of employees (in basic skills, child care, infant care, job search, etc.).	_____
4. Support local school district bonds, levies and tax increases.	_____
5. Free employees to work in schools and with children (e.g. homework, tutorials, counseling, careers).	_____
6. Provide continuing educational opportunities to parents of urban school children.	_____
7. Establish private sector coordinating councils or foundations to support educational improvement.	_____

Community Based Organizations Can:	Have Yours?
1. Work with school districts on developing supplementary education programs for needy children.	_____
2. Provide supportive, non-instructional social services to youth.	_____

Churches Can:	Have Your Churches?
1. Become active partners with schools in instructional programs.	_____
2. Provide parent training, tutoring and day care.	_____
3. Instill value for education and human values and emphasize citizenship.	_____
4. Provide recreational opportunities for youth.	_____
5. Develop orientation and language programs for refugee and immigrant youth.	_____

Parents Can:	Have Yours?
1. Participate in school activities and program planning.	_____
2. Make your children's needs known to teachers and monitor your child's progress in class.	_____
3. Foster regular attendance and learning by your children.	_____
4. Participate in or volunteer for reading classes and other classroom work.	_____
5. Provide a quiet place and time for your children to study at home – with the television turned off – and work with your child on homework assignments.	_____
6. Improve your own education.	_____
7. Encourage, talk to, read to, play with, listen to, and challenge your children.	_____

CHAPTER 3
URBAN YOUTH ARE PREPARING FOR FUTURE OPPORTUNITIES

Postsecondary Educational Opportunities and Youth Employment and Training

Underlying the emphasis on educational achievement is the understanding that urban students must be prepared to compete in higher education programs and in the work world. Thus, any meaningful reform in education must include vigorous efforts to produce graduates who leave our campuses prepared for four-year degree programs, for other postsecondary opportunities, or for a productive job. Urban realities complicate this goal, particularly when the proportion of minority students in higher education has declined, when increasing college costs make higher education out of reach for many students, and when the jobs traditionally filled by urban youth have left the cities.

Urban Index #9: Employment Challenges

Percentage of jobs today requiring four or more years of college: 22%

Percentage of new jobs created between now and the year 2000 requiring four or more years of college: 30%

Percentage of new jobs that will be in the suburbs: 75%

Total number of jobs in central cities, 1980: 29.1 million

Number of people who work in a central city but do not live there, 1980: 12.6 million

Number of people who live in a central city but work outside the city: 4.5 million

Annual average unemployment rate of Black youth, 16-19, in central cities, 1986: 43.2%

Annual average unemployment rate of all youth, 16-19, in central cities, 1986: 23.6%

Annual average unemployment rate of youth, 16-19, in suburban areas, 1986: 14.9%

Unemployment rate for persons aged 18 and older who completed high school in March 1986: 8.1%

Percentage who dropped out after one to three years of high school: 15.4%

Median annual income, 1985, of full-time male workers aged 25 and over who completed 4 years of college: $33,000

Who completed high school: $23,000

Who dropped out of high school after one to three years: $19,000

Share of the labor force who were native non-white Americans in 1985: 10%

Share of new workers who will be native non-white Americans between 1985-2000: 20%

Share of the labor force who were immigrants in 1985: 7%

Share of new workers who will be immigrants between 1985-2000: 22%

Urban Index #10: Higher Education and Vocational Education Challenges

Percentage of Black youth age 18-24 enrolled in higher education in 1976: 22.6%

Percentage of Black youth age 18-24 enrolled in higher education in 1985: 19.7%

Percentage of Hispanic youth age 18-24 enrolled in higher education in 1975: 20.4%

Percentage of Hispanic youth age 18-24 enrolled in higher education in 1985: 16.9%

Percentage of the average cost of education at a four-year higher education institution that was covered by the maximum federal Pell Grant in 1973-74: 70%

Percentage of the average cost of education at a four-year higher education institution that was covered by the maximum federal Pell Grant in 1986-87: 37%

Percentage of students in the nation in grades 10 through 12 who are not taking any science courses: 66.7%

Percentage of Black 17-year-olds who have taken at least half a year of trigonometry: 8.2%

Percentage of Black youth taking general (non-academic, non-vocational) course in high school: 33%

Percentage of the nation's population in central cities over 500,000: 22.8%

Percentage of secondary vocational institutions in central cities over 500,000: 9.3%

Percentage of postsecondary vocational institutions in central cities over 500,000: 8.1%

Far-sighted business executives and university leaders realize that we can't afford to give up on our disadvantaged youth's prospects for a meaningful future. As the demographic trends highlighted in Chapter 1 reveal, our inner-city and minority youth will make up a larger proportion of the work force in the future. We cannot afford to lose an entire cohort of potential workers because they are poor or disadvantaged. Five business leaders of major manufacturing, financial services, and telecommunications industries hammered home that point when testifying on March 16, 1987, before the Senate Subcommittee on Elementary, Secondary, and Vocational Education of the U.S. Congress:

> A public education system that provides the full range of educational opportunities for all of its children will strengthen our local communities, provide society with trained workers and informed citizens, help improve our

productivity and halt our slide into a two-tiered society whose have-nots are needlessly shoved into lives without hope or meaning. (William S. Woodside, American Can Company; Charles W. Parry, Aluminum Company of America; William S. Edgerly, State Street Bank and Trust Company; Charles Marshall, American Telephone and Telegraph; and Gerald D. Foster, Pacific Telesis Group)

For this to happen, our schools must overcome several barriers. First, we must dispel business leaders' lack of confidence in the quality of our graduates. Every recent report produced by a business panel is quick to point out what business wants: graduates who have "general employability skills"—mastery of the basic reading, writing, and computing skills and an understanding of the general characteristics every employee must possess, such as punctuality and a positive attitude about work.

Whether enrolled in a vocational or academic education program, whether gifted or low-achieving, every student must absorb these employability skills to become a productive worker.

Second, we must puncture the misconception that our youth do not aspire to or are not prepared for four-year degree programs of higher education.

Third, we must overcome a legacy of substandard urban vocational training facilities and equipment and of vocational programs that are less than comprehensive, are not well-coordinated with other community training programs, or do not provide adequate grounding in the basic skills. As the National Commission on Secondary Vocational Education noted in its report *The Unfinished Agenda*:

> We find enormous inequities in vocational program quality between affluent suburban high schools and less affluent inner-city or rural schools. Although research has not always demonstrated that greater resources improve student achievement in academic areas, students in communities that provide up-to-date equipment for vocational training obviously have learning opportunities that are not available to others.

To prepare our students for higher education or employment we must aspire to:

- Increase the postsecondary educational opportunities for urban youth, particularly Black, Hispanic and other minority youth;
- Produce students who are literate and have basic employability skills;
- Instill in our students a value for work and for life-long learning;
- Make the link between the educational process and the employment process more evident to our youth;
- Work with private businesses to keep their jobs in the cities and to break down the walls of discrimination; and
- Expand and improve vocational education programs to make them more relevant to current employment opportunities, better coordinated with the regular school program, and more sensitive to students with special needs.

Carrying out these goals will require teamwork from elementary and secondary schools, universities, businesses, community-based organizations, and city officials. If we are successful, we will be able to revitalize the cities, create a work force that meets business needs, produce students who see the value of and can succeed in higher education, and convince businesses that it pays to hire our graduates.

Against these odds, many of our schools are capable of preparing students for higher education and work. Witness some of the programs:

THE TOP DRAWER: PROGRAMS TO BETTER PREPARE STUDENTS

MILWAUKEE PUBLIC SCHOOLS
Pre-College Mini-Courses

This program seeks to develop interest in college enrollment among middle and high school students who are disadvantaged, Black, Hispanic, American Indian, or Asian, and to prepare them for higher education programs. Operated in conjunction with the University of Wisconsin at Milwaukee, the program begins in the seventh grade and involves all 18 middle schools and 15 high schools in the city. To date, the program has served 706 students, 95% of whom are minority.

The program offers lectures, demonstrations, laboratory work, field work, and trips to the students, who also receive intensive counseling and encouragement to take course work that meets college entrance requirements and appeals to their career aspirations. Last year, students concentrated on such areas of study as architecture, chemistry, writing, computers, photography, nursing, theatre, sculpture, law, and film.

The Wisconsin Department of Public Instruction supplements the program with about $21,000 per year in scholarship funds to minority students. In addition to operating and staffing the program, the Milwaukee Public Schools supply $800 per year to print brochures to attract students and parents into the effort. More than 35,000 students have received these materials so far.

In summary, the program targets those students who had no particular expectations for college, as opposed to those who had already planned to attend a postsecondary institution. In the future, the district hopes to expand the program into the elementary grades.

LONG BEACH UNIFIED SCHOOLS
College Admissions Test Preparation Program

Long Beach, California, identifies disadvantaged and minority students who would not normally consider going to college and helps them aspire to enroll in college and improve their performance on college admission tests. The program serves about 175 students per grade in grades 10 through 12 in a single school, Jordon High School. The effort is run in collaboration with The University of California, Irvine. Staffing for the project is provided by one math and one English teacher for the equivalent of two periods per day. Services include supplementary learning workshops, outside speakers, parent outreach, specialized materials, counseling, practice testing, and liaison with regular teaching staff.

Pending additional funds, the district plans to expand the effort into other high schools and to integrate materials into regular instructional time.

PORTLAND PUBLIC SCHOOLS
Partnership Project

The Partnership Project is a school-to-work transition program for 11th and 12th graders whose grade point average is at or near 2.0, who are economically disadvantaged, and who are below grade-level in reading or math. The program aims to upgrade basic skills, provide work experience before graduation, and improve self-esteem. Services include pre-employment readiness training, classes in applied or work-related math and English, part-time paid work in the private sector, summer work through the Job Training Partnership Act, and job placement upon graduation.

Collaborating with the Portland schools are the Portland Private Industry Council and the Business/Youth Exchange. About 41 students at a single high school participate. In its third year, the program is helping participating students attain an average 3.1 grade level gain in reading comprehension and vocabulary in a single year. Of the 15 graduates in the first year, 10 are employed full-time or part-time and have gone on for further education, two entered the military and three left the state. After two years, 88% of the graduates were either employed or in postsecondary education or both.

NEW ORLEANS PUBLIC SCHOOLS
Cooperative Office Education Program

In operation in New Orleans for over 35 years, the COE program assists students in making a smoother transition from school to work. COE operates in 13 senior high schools and is open to 12th graders.

Students in the program attend home schools in the morning for their regular academic work and a one-hour job related class. In the afternoon, they work at various jobs for about 15 hours a week, earning at least minimum wage. Training and work areas include business and finance, marketing, hotel and restaurant operations, trade and industry, and lab technician training. Nearly 100 private and public sector businesses employ students in this program.

This program produces a simple but impressive result: almost none of the participating students drop out in their senior year. Another testament to the program's success is that employers come back year after year for students, with some having participated for over 30 years. Many of the graduates are hired for permanent jobs by the employers with whom they had worked.

PITTSBURGH PUBLIC SCHOOLS
Project OASES (Occupational and Academic Skills for Employment of Students)

The OASES program is a classroom and community-centered effort designed to motivate eighth grade students who have not responded well to traditional classroom instruction. Eligible students include those with very poor attendance, discipline and achievement records and those who are likely to become dropouts.

The program provides an eight-week, three days a week, work orientation experience at the home school. During this orientation, the remainder of class time is devoted to regular instruction, physical education and career education. After the orientation, students start on actual work experience projects, usually involving the restoration of substandard housing in the city. Transportation to and from work sites is provided by the school system. The program is not a trade or vocational training program as such but is designed to reach students educationally through hands-on experiences.

The OASES program is meeting its goals after five years. Seventy-three percent of the OASES students maintained or improved their grades in reading as measured against the previous school year, while only 30% of the students in the control group met this goal. Fifty-eight percent of the program students improved in math, compared with 43% in the control group. In addition, evaluation results show impressive reductions in truancy, tardiness and suspensions.

BALTIMORE PUBLIC SCHOOLS
The Kid's Diner

In a city known for good neighborhood eating establishments, the Baltimore Public School's "Kid's Diner" is a work/study site for vocational education students in food service, business education, horticulture and construction trades. Currently, 20 junior and senior high school students work on a week-on/week-off schedule at the Diner in downtown Baltimore. Students acquire both specific vocational skills and general knowledge about setting up and operating a small business.

Students enrolled in food service programs are responsible for all food purchasing, preparation and service; those enrolled in horticulture rotate flowers and greenery inside the Diner and maintain the grounds; and those in construction maintain the facility. Students enrolled in commercial art programs are responsible for graphics on menus, advertising copy, brochures and flyers; students in business education take care of recordkeeping, inventory and sales. While in the program, each student must maintain specified standards for attendance, grades and behavior. The Diner's manager supervises operations and personnel, and the assistant manager coordinates classroom instruction with diner activities.

This novel program is a runaway success. The Diner itself, now three years old, is 80% self-sufficient. Each participating graduate receives no fewer than two full-time job offers. All graduates are currently employed either full-time or part-time.

BOSTON PUBLIC SCHOOLS
Boston Compact

In September of 1982, leaders from the Boston business community, the Boston Public Schools, and the city announced a unique agreement. The resulting plan, aimed at making long-term improvements in the quality of the city's public high schools, has

garnered national attention. Over 364 companies now participate.

The Compact is organized around five measurable goals: to improve attendance, to reduce the number of dropouts, to increase reading and math achievement, and to expand the number of graduates who enroll in college or find permanent employment. The Compact has two important elements: an agreement between schools and business in which both sides commit to measurable goals, and a compact in which the full array of external organizations commit to a common plan of action. Both the school system and private industry are committed to a five percent increase per year in the number of graduates and the number of new-hires, respectively.

Since 1982, the number of graduates hired by participating firms has increased from 415 to 967; in four years, the hourly wages earned by graduates have jumped 26.3%. All students hired in 1986 will earn a total of over $10 million this year alone. Ninety percent of Compact student graduates were either working or in school.

These programs (and others listed in the compendium) show the kinds of efforts our urban schools are making to improve the employability and educational futures of our children. What makes them work? Here's what urban educators thought:

SOME COMMON THREADS

- Postsecondary education enhancement and employment readiness programs that begin as early as the 6th grade;
- Postsecondary preparatory and employment programs that are linked with the higher education and business communities;
- Higher education preparatory, job training, and employment readiness programs that have high performance standards and emphasize discipline, self-esteem, and personal accountability;
- Positive role models in the workplace who are willing to serve as mentors for our students;
- Highly qualified and dedicated staff;
- Small group instructional settings and one-on-one counseling;
- Special emphasis on the employment and postsecondary educational needs of pregnant, Black, or limited English proficient students;
- Supportive services such as college placement, job placement, child care, testing and assessment, and on-the-job training; and
- Training in job interviewing, job search, and job performance skills; followup of students who have been placed.

Despite these successes, the employment rates and higher education placement rates of our youth are far from satisfactory. What do we need to do to improve? Urban school leaders say:

TOP TEN NEEDS OF URBAN SCHOOLS

1. Higher expectations for our children's educational and employment aspirations from educators, parents, business people, and higher education leaders.
2. Better coordination of postsecondary educational opportunities and employment programs among municipal, state, and federal agencies, and elementary, secondary, and higher education institutions.
3. Commitment from the public and private sectors to provide jobs within the city limits to our students and their families.
4. Job training, career education, work study and vocational education opportunities that are consistent with high standards for graduation.
5. Early education and intervention (no later than late grade school) regarding career and postsecondary educational opportunities; curriculum materials for such early intervention programs.
6. More modern equipment and technology for employment training and vocational education programs.
7. Emphasis on college readiness skills and job readiness and job exploration skills, no later than the 7th grade.
8. More educational and career guidance and counseling for all our urban students.
9. Improved staff development activities.
10. More abundant, targeted, consistent, and flexible funding from all sources for youth employment and postsecondary education preparation.

RECOMMENDATIONS:
HOW EVERYONE CAN HELP MEET THE CHALLENGE:

Urban School Districts Can: — Have You?

1. Devote more dollars to guidance and instructional programs that prepare urban youth to enroll in postsecondary education or training. _____
2. Develop programs beginning at 6th grade to encourage youth to go onto college. _____
3. Seek out and work cooperatively with the private sector and community-based-organizations that are expanding opportunities for youth. _____
4. Establish greater outreach to bring dropouts back into an educational program. _____
5. Improve and update vocational education for all students. _____
6. Guarantee that our graduates will be ready to enter the work force with a marketable skill. _____
7. Establish at every high school an educational opportunity center with counselors to provide guidance, financial aid information, and course selection advice. _____
8. Eliminate policies and practices that track youth into courses or programs that hamper their future postsecondary education options. _____

The Federal Government Can: — Has It?

1. Increase funding for and targeting of vocational education for urban areas. _____
2. Set aside 50% of Job Training Partnership Act youth funds for year-round in-school programs. _____
3. Simplify federal funding requirements, particularly matching requirements, under the vocational education law. _____
4. Reinstitute federal legislation that was repealed in 1981 regarding in-school youth employment and training. _____
5. Provide one year of Pell Grants for each year an urban youth remains in high school. _____

The States Can: — Has Your State?

1. Provide scholarships and programs to increase the number of minorities seeking postsecondary education in state colleges. _____
2. Examine the effect of current policies on youth employment, vocational, and career education of urban youth. _____
3. Devote more funds to comprehensive career guidance and counseling programs for all urban schools. _____
4. Target federal and state vocational education funds more closely to urban schools. _____
5. Provide resources for transportation of urban residents for jobs. _____
6. Increase the number of vocational-technical facilities in the cities. _____
7. Increase opportunities for urban students to attend regional vocational facilities outside of the cities. _____

Local Governments Can:	Has Yours?
1. Guarantee a place in city colleges for every public school graduate.	_____
2. Work with the private sector to set up employment partnerships for city youth.	_____
3. Spend more funds available under the Job Training Partnership Act on programs operated in local school districts.	_____
4. Provide college scholarships for city youth – especially low-income and minority youth.	_____
5. Involve urban schools in economic development policies and planning in the cities.	_____
6. Provide publicity for youth employment programs.	_____
7. Provide youth with better transportation to jobs.	_____

Universities Can:	Have Yours?
1. Develop or expand partnership programs with urban schools aimed at increasing enrollments, retention and graduation of urban students.	_____
2. Set up scholarships for urban high school graduates.	_____
3. Provide job training programs in coordination with school districts.	_____
4. Provide financial aid information and admissions information to low-income parents.	_____
5. Develop articulation programs with elementary and secondary schools to support the enrollment of urban youth in four-year colleges and universities.	_____
6. Encourage and support the enrollment and continuing education of parents of urban school children in postsecondary education.	_____
7. Convene a blue ribbon panel of college presidents and urban school superintendents to develop a plan for increasing postsecondary educational opportunities for urban youth.	_____
8. Create programs at universities that establish a supportive climate for matriculating urban youth.	_____

The Private Sector Can:	Have Your Businesses?
1. Guarantee jobs to graduates of public city schools.	_____
2. Offer college scholarships to city youth.	_____
3. Keep businesses in the city limits.	_____
4. Stop racial discrimination in hiring and set up outreach efforts with city youth.	_____
5. Work with school districts on job training plans and programs for youth, including work experience and career, vocational, and school employment curricula.	_____
6. Assist with school-to-work transition for new urban youth employees.	_____
7. Donate training equipment to schools.	_____

Community Based Organizations Can:	Have Yours?
1. Encourage youth to pursue postsecondary education opportunities and provide information on applying.	_____
2. Develop youth employment programs that coordinate with and do not conflict with those operated by school districts.	_____
3. Provide financial assistance to youth for employment training and for other social needs.	_____
4. Offer programs in pre-employment and skills training for youth.	_____
5. Encourage public school dropouts to return to school.	_____
6. Develop and expand tutoring, literacy, and job training programs.	_____
7. Serve on postsecondary education and employment related school district advisory councils.	_____

Parents Can:	Have Yours?
1. Encourage your children to stay in school, to achieve, and to prepare themselves for college and work.	_____
2. Work with local urban leagues and other groups on programs to prepare youth for college and work.	_____
3. Encourage your children to take advantage of extracurricular activities and volunteer services.	_____
4. Encourage your children to seek part-time jobs when it will not interfere with schooling.	_____
5. Beginning no later than the 7th grade, discuss career choices and options for higher education with your children.	_____

CHAPTER 4
URBAN PARENTS AND SCHOOLS ARE PULLING TOGETHER

Parent and Community Involvement

Fostering parent and community involvement in urban schools is often difficult in a setting where family configurations are unique, adults lack schooling, and existing community institutions are strained to near capacity.

Urban Index #11: Parent and Community Challenges

Percentage of Black American adults who are functionally illiterate or marginal readers: 47%

Percentage of Hispanic American adults who are functionally illiterate or marginal readers: 56%

Percentage of Black children born in 1984 to unmarried mothers: 59%

Frequency with which women 18-19 years old with poor basic skills are likely to be mothers compared to those with average basic skills: 2.5 times as often

Frequency with which teenagers with poor basic skills are likely to become mothers before age 16 compared to those with average basic skills: 5 times as often

Percentage of white children under 6 with mothers in the labor force, 1984: 47.3%

Percentage of Black children under 6 with mothers in the labor force: 55%

Percentage of children with an absent parent, 1983: 25%

Percentage of children living in inadequate housing as determined by the Department of Housing and Urban Development: 13.1%

Percentage of Black children living in inadequate housing: 24.7%

Percentage of all citizens who give their community schools a grade of A or B: 43%

Percentage of central city residents who give their community schools a grade of A or B: 33%

Percentage of parents who give the school their child attends a grade of A or B: 71%

Percentage of all teachers who feel respected by society: 47%

Percentage of city teachers who feel respected by society: 39%

Percentage of city teachers who feel that parental and community support for the school in which they teach is only fair or poor: 47%

The urban environment is not always conducive to citizen involvement in the schools. Parents who are marginal readers themselves cannot provide a model of reading, cannot read to their children or help them with homework, and frequently cannot afford to buy books. Parents who work two jobs, parents without transportation, single parents with young children at home – these parents may have trouble attending any school meetings or activities.

Still, the research literature is clear on this point: even in homes disjointed by divorce, work schedules, or single parenthood, there is no substitute in a child's learning environment for parental encouragement and support.

A recent report of the Home-School Institute called *The Forgotten Factor in School Success: The Family*, summarized the research data in this way:

PARENT INVOLVEMENT:

- Raises the academic achievement of students;
- Improves attitudes and performance of children in school;
- Helps parents understand the work of the schools;
- Enables parents and children to communicate more and show their caring toward each other; and
- Builds school-community relationships in an ongoing, problem-preventing way.

While the schools cannot address the spectrum of social factors that influence family structure, urban schools do have a proud history of promoting strong parent involvement in programs for disadvantaged children, despite the obstacles. For example, many urban districts have retained the school-site parental councils begun under the federal Title I/Chapter 1 program for disadvantaged children, even though they are no longer required to have them.

Our city schools have also traditionally served as the lighthouse of the community, offering space and resources for community education activities, such as adult literacy training.

Here's what we must do to engender more of this type of meaningful parental and community involvement in our schools:

- Educate parents on the importance of working with their children in academic areas and train them how to do so;
- Mobilize student, parent, and community values that are pro-education and that work against competing messages our youth receive;
- Make parents, schools and teachers more comfortable with and supportive of each other; increase parental access to and involvement with schools; and
- Bring the community together to coordinate a comprehensive approach to youth services.

When parents are invited to join the educational team, everyone wins. Parents understand better what the schools are trying to do, how their children are faring, and how they can help. Schools are no longer groping in the dark about what the community wants and expects from them. Students receive consistent messages of support at school and at home.

If schools are fair with parents and successful in their parental and community involvement activities, they can expect to reap many benefits: parents will become advocates for the city schools in the local political arenas; the community will become stronger supporters of schools and learning; and the city outside the school will be a more supportive place for children.

Once community agencies become aware of what the schools are doing in the areas of dental, health care, housing, day care, discipline, feeding and nutrition, jobs, recreation, and other services, they will be more apt to cooperate and coordinate their programs. There is a substantial need for other community agencies to step forward – not just to lighten our load, but to help create a city-wide safety net for our young people.

This is how some of our districts are going about the task:

THE TOP DRAWER: PROGRAMS TO PULL US TOGETHER

SEATTLE PUBLIC SCHOOLS
The Challenge Program

The Challenge Program boosts the academic performance of Black 10th and 11th graders who show promise but who are not high achievers. The program serves about 60 students at a single inner-city school, Franklin High. School staff had noticed the need for positive role models for the students. They responded by developing a program to meet that need in collaboration with employees of Rainier Bank, the school's business partner and an employer of several Black professionals. The school and the bank then recruited employees to serve as tutors, role models and mentors for the students. The bank volunteers meet weekly with the students to work on homework, academic problems, personal issues, job interview skills and other items.

The Franklin group was challenged by the bankers to raise their collective grade point average by 0.5 points in return for a trip to Canada. The challenge was met.

TULSA PUBLIC SCHOOLS
Adopt-A-School

Like many school systems, the Tulsa Public School District has instituted an extensive adopt-a-school program with the private sector. Tulsa's program encompasses 57 businesses, industries, and organizations.

An example of an Adopt-a-School activity is the Amoco/Junior League Science Enrichment program, which spans 19 elementary schools and 1 middle school enrolling a total of about 2000 children. Scientists and veterinarians from Amoco and the local veterinary society volunteer their time in the schools to set up experiments for students in physics, chemistry, and life sciences, and to train teachers and parent volunteers in science.

This effort has increased business interest in the schools, promoted parent involvement in the classroom, and heightened student interest in science. The other 56 programs in the city are showing similar success.

NORFOLK PUBLIC SCHOOLS
Parent Involvement Program

The Norfolk Public Schools have begun a new program to facilitate parent involvement in 12 selected schools throughout the district. Each site will have a Parent Resource Center with parent leaders to coordinate activities. The Centers will offer workshops for parents on how to increase their involvement in the schools and enhance their children's educational achievement.

Parent workshops cover such diverse topics as parenting skills, study skills and homework strategies, using the newspaper to learn, computer education, discipline, child abuse, financial aid and budgeting, health and nutrition, stress management, exercise, developing thinking skills, and working with teachers. Parents also receive basic adult education. The ultimate goals of this program (the slogan of which is "Making Education a Family Affair") are to raise achievement, develop a positive image of the schools, improve student behavior, increase attendance, and gain parental support.

DADE COUNTY PUBLIC SCHOOLS
Dade Partners

Formed in 1978, Dade Partners is one of the largest collaborative efforts in the nation between any public school system and the private sector. This alliance of 750 partners helps foster a better community understanding of the Dade Public Schools and develop a clearer sense of the community's needs and expectations of the school system.

The Dade Partners work with individual schools to plan activities such as tutoring, displaying student artwork throughout the city, providing awards for outstanding achievement and citizenship, and offering technical assistance with school projects. For instance, the Coral Gables Federal Savings and Loan Association works at the G.W. Carver School setting up "teller windows" and mock banks to teach about banking and to reward successful student efforts with "cash" that can be redeemed at the "bank" for awards. The Metro-Dade County Department of Youth and Family Development identifies over 50 schools each year to receive intensified support services for students experiencing difficulty in the classroom, at home, or in the community. The local American Legion presents school medals and provides scholarships for needy students.

The Dade Partners Program has been nationally recognized by the Department of Education for its scale and depth in working on behalf of our inner-city young people.

ATLANTA PUBLIC SCHOOLS
Community of Believers

Following the declaration in the mid-1970s, after 25 years of desegregation litigation, that the Atlanta Public Schools were racially unitary, the leadership of the city met to explore ways to improve the academic achievement of its poor and Black students. Out of this meeting came a city-wide effort of unparalleled dimensions to rally the community around success in learning.

The resulting program set out to build community support for its students in four steps: 1) making students feel that those people who are important to them care about their futures; 2) showing students evidence that what they are doing is worthwhile; 3) giving students opportunities to express their views; and 4) challenging students to improve their performance.

These overarching goals were addressed by the formation of a "community of believers"—peers, parents, educators from all levels, business persons, citizens at large, and members of the clergy who would be committed to youth education. The effort began with a series of town meetings throughout the city, meetings that attracted 10,000 people and focused on improved achievement, job placement, equitable resource allocation, and communication between the schools and the community. As part of the effort, curricula was tightened, expectations for teacher and student performance

were raised, testing was more closely monitored, planning was centrally organized, staff development was improved, and research was more closely tied to classroom efforts through the assignment of a research assistant to each school.

Since the program's birth, it has produced verifiable results. The outcomes can be seen and measured concretely: improvements in test scores, students and faculty attendance, retention rates, discipline, numbers of students going on to postsecondary institutions, and participation in PTAs.

What makes these parent and community involvement programs (and the similar efforts described in the compendium) so successful? Our membership survey found the following:

COMMON THREADS

- Board members and principals support and encourage the involvement and presence of parents in the schools;
- Parent liaison staff at the school and/or regional level;
- Training teachers how to help parents support their children's education at home;
- Inclusion of parents in school planning, decisionmaking, and activities from the first day their child enrolls in school;
- Emphasis on the use of parents or other family members as mentors for their own and others' children;
- Emphasis on the training, screening, placement and monitoring of parents and school volunteers;
- On-going assessments of parent needs and concerns about the schools;
- Removal of bureaucratic barriers for parents who wish to become involved and creation of a family-like atmosphere in schools; and
- Clear definitions of parent responsibilities and role in education.

Despite these success stories, there are still too many urban schools that are isolated from their communities and too many parents who have little or no connection with their children's educational experiences. Some schools may have good policies on paper but are unable to translate them into a meaningful level of parent involvement. Other schools may have active programs but need to throw the net wider to encompass those parents who are the most disenfranchised. Our membership has some thoughts on how to overcome this situation:

TOP TEN NEEDS OF URBAN SCHOOLS

1. Commitment from school officials and teachers to allow parents greater access to schools; commitment from parents to become more involved in the education of their children.
2. Training of staff about how to work with parents and how to respond to the needs of urban families.
3. Policies from all levels of government that encourage parent participation in our schools.
4. Programs and activities that take into account parents' varying work and other schedules and day care and transportation needs.
5. Organization of more PTAs and other parent groups in the cities.
6. Coordination of parent activities at the central office level and at each school site.
7. Publicity by our schools that parents are welcome and that there are special programs for them.
8. Educational materials designed for parents to use at home to work with their children.
9. Training of and support for parents to work with their children to instill personal accountability, value for education, and respect for self and others.
10. Increased funding from local, state and federal sources for parent involvement activities; funding that is better targeted, more consistent, and more flexible.

RECOMMENDATIONS: HOW EVERYONE CAN HELP MEET THE CHALLENGE

Urban School Districts Can:	Have You?
1. Establish citizen review panels or reconstitute existing panels to advise school administrators and board members.	_____
2. Disseminate information and guidance to parents on programs, responsibilities, choices and how to work in support of children's education.	_____
3. Train teachers and administrators how to work with parents.	_____
4. Provide parenting-skills training for teen parents.	_____
5. Help initiate district-wide PTAs or other parent organizations that support schools and address parent and family issues unique to urban areas.	_____
6. Require that the credentialing of teachers include experience or coursework in working with parents.	_____
7. Conduct annual assessments on the effectiveness of parent involvement programs.	_____

The Federal Government can:	Has It?
1. Enact legislation to encourage cooperative parent-child literacy and school readiness training programs	_____
2. Enact welfare reform legislation that encourages parent involvement in schools as part of any workfare proposal	_____
3. Strengthen parent involvement provisions under Chapter 1, ECIA.	_____

The States Can:	Has Your State?
1. Disseminate information on successful parent and community involvement models.	_____
2. Conduct public ads to encourage parents to work with their children and to volunteer for school activities.	_____
3. Allow extra credit in credentialing of teachers for parent involvement activities.	_____
4. Be sensitive to unique parent and family situations in urban areas when developing state policies, legislation, or regulations.	_____
5. Provide state funding for parent home/school efforts with disadvantaged students.	_____

Local Governments Can:	Has Yours?
1. Set up municipal-wide study and advisory groups with representatives from school and government agencies on the future directions for city schools.	_____
2. Conduct ad campaigns calling for parents to become involved in and support their schools.	_____
3. Review all current programs affecting children – such as job training and low-cost housing programs – and coordinate them better with schools.	_____
4. Coordinate family health care programs with the schools.	_____

Universities Can:	Have Yours?
1. Offer credit for volunteer work in the schools	_____
2. Conduct research and studies on the effects of parent and community involvement	_____
3. Provide training for administrators in how to work with the community	_____
4. Include school/community relations in the university curricula.	_____

The Private Sector Can:	Have Your Businesses?
1. Assist with funding for parent involvement programs.	_____
2. Disseminate or post information on school activities in work places.	_____
3. Provide work release time for parents for school.	_____
4. Encourage workers to support their children's education.	_____
5. Seek parent and school district advice on the best ways for the private sector to get involved in schools.	_____
6. Strengthen partnerships with schools to provide jobs and postsecondary opportunities for city youth.	_____

Community Based Organizations Can:	Have Yours?
1. Recruit volunteers to work in public schools	_____
2. Disseminate information to parents on public school programs	_____
3. Expand parent involvement in your own programs	_____
4. Adopt an attitude of support for rather than competition with public schools.	_____

Churches Can:	Have Your Churches?
1. Recruit volunteers to work in public schools	_____
2. Volunteer space in your buildings	_____
3. Endorse public school efforts	_____
4. Promote family coherence	_____
5. Provide day care and teen activities	_____
6. Use the pulpit to instill a greater value in education.	_____

Parents Can:	Have Yours?
1. Volunteer in your schools	_____
2. Recruit other volunteers for schools	_____
3. Learn about school programs	_____
4. Disseminate information about programs to other parents	_____
5. Attend and/or initiate parent workshops in the schools	_____
6. Attend PTA meetings; initiate a PTA.	_____

CHAPTER 5
URBAN YOUTH ARE FEELING BETTER

Health Care

Our schools have begun to take on the challenges in urban health care, often in the face of serious controversy. Health problems impede learning. Our schools know this and have tried to respond.

Urban Index #12: Health Challenges

Rate per 1000 of pregnant teenagers age 15-19 in the U.S.: 96

Rate per 1000 of pregnant Black teenagers age 15-19 in the U.S.: 163

Rate per 1000 population of pregnant teenagers age 15-19 in Canada: 44

Infant deaths per 1000 births, 1982, U.S.: 11.5

Infant deaths per 1000 births, 1982, central cities: 13.1

Cost to taxpayers for a baby born to an 18 or 19 year old by the time the baby reaches age 20: $14,841

Cost to taxpayers for a baby born to a girl 14 or younger: $18,089

Percentage of low birth-weight babies in U.S.: 6.8%

Percentage of low birth-weight babies born to Black mothers: 12.4%

Percentage of poor Americans covered by Medicaid in 1975: 65%

Percentage of poor Americans covered by Medicaid in 1985: 41%

Percentage of children under age 17 who have not visited a doctor in the last year, 1981: 23.9%

Percentage increase in demand for emergency food assistance in larger cities in a single year, 1985: 28%

Increased likelihood of students with heavy drug use to skip school at least 3 times a month: 6 times more likely than non-users

Increased likelihood of student drug users to vandalize school property: 2.5 times more likely than non-users

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The inner city population suffers from a legion of health problems, and the extent to which these problems impede or threaten the educational process is alarming. For example, many of our inner-city youngsters have no direct access to a doctor, nurse, dentist, or health service worker who can provide the simplest of diagnosis, treatment, or advice.

This lack of access to health care is contributing to problems ranging from basic malnutrition to low-birth weight; from learning disabilities to drugs. The cycle of health problems is perpetuated when school-age parents fail to receive comprehensive health care.

While it is by no means the primary mission of the schools, health care has long been recognized as an adjunct to education. Children who are hungry, sick, or weak cannot learn to their potential. The city schools' history of meeting students' nutritional needs through the school feeding programs and of providing basic health services through school nurses is predicated on the direct link between physical health and learning capacity. So are such popular areas of the curriculum as nutrition education, physical education, and health education, all of which aim to instill in our students a value for and control over their physical and emotional health. Countering the overwhelming peer pressure and other negative community influences that lead to pregnancy, drug use, and other threats to health is one of our most important roles in the future.

Our goals in health care are to:

- Improve the access of our urban school children to comprehensive health care and diagnosis;
- Provide more comprehensive and timely information to students on the causes and consequences of drugs, pregnancy, AIDS and other health problems;
- Instill in our students a greater sense of self-respect to help them control their physical and emotional well-being; and
- Develop new and effective approaches to day care for our students and for the children of our students.

Some city schools have taken major steps to combat health problems in their communities, through strategies that include treatment, education, and prevention. The cities are making progress in reducing teen pregnancy, low-birth weights, and developmental disabilities, and improving nutrition, child-care, and general physical health.

THE TOP DRAWER: PROGRAMS TO HELP OUR STUDENTS FEEL BETTER

ST. PAUL PUBLIC SCHOOLS
HealthStart

HealthStart, known until last year as the St. Paul Maternal and Infant Care project, began in 1973 and now operates independently-managed, school-based health clinics in four of St. Paul's public schools. The program provides primary and preventive health care services to students during school hours. While the program was initially designed to address teen pregnancy exclusively, it now seeks to educate students to be well-informed health-care consumers and to value health and wellness. Services currently range from immunizations and athletic physicals to mental health counseling, prenatal care, and family planning.

A team composed of a nurse, a social worker, and a medical assistant staff the clinics daily. A pediatrician, an obstetrician-gynecologist, a pediatric nurse, a nutritionist, and a health educator rotate through each clinic on a weekly basis. All 3,000 students in the four high schools and each of their feeder junior high schools are eligible for services with parental consent. The infants of students are eligible for services until the child is 18 months old.

In the 1985-86 school year, nearly 70% of the eligible students made an average of four visits to one of the clinics. The largest percentage of visits were made for personal counseling (39.6%), followed by gynecological and reproductive tests (36.3%), preventive health and physicals (24.1%), nutrition and weight problems (19.1%), and other health needs (21.5%). According to evaluations, the four schools in the program have lower fertility rates, fewer problems associated with low-birth weight, and increased high school graduation rates.

COLUMBUS PUBLIC SCHOOLS
Alcohol and Drug Abuse Prevention (TRIBES)

The TRIBES program in the Columbus Public Schools is one of four alcohol and drug abuse prevention efforts in the district. The goal of the program is to prevent substance abuse by starting early, in this case with students in grades K–5. The project aims to improve self-image and confidence among students, build peer support groups, instill a sense of responsibility for behavior, and increase academic achievement. Secondarily the program works to decrease the time teachers spend managing student behavior problems and to create a positive school climate for learning.

Initiated in 1982 in grades 4 and 5, the project now begins at the Kindergarten level in 28 schools and involves over 3,600 students. The key component of the project is its heavy emphasis on staff and teacher training, which is so popular there are waiting lists. Teachers who have received the training then work with groups of five to seven students, meeting at regular times during the school year, to build a sense of belonging, trust, respect, and self-confidence. Structured activities and materials have been designed for

each session, leading to discussion at the end of the year on problem-solving, managing behavior, peer tutoring, and substance awareness. Funding for the program initially came from the Kiwanis Club in Columbus but has since been picked up by the school district.

Program evaluations show that academic achievement has improved, along with student self-confidence, responsibility, peer relations, motivation, and decision-making. Long-term evaluations of the effect of the program are not yet complete, but the system is confident that its initial investment in the early grades will show results in terms of lowered substance abuse in the future.

CHICAGO PUBLIC SCHOOLS
AIDS Education

The Chicago Public Schools will be integrating a comprehensive curriculum on AIDS education into its Family Life program that now operates in 426 elementary schools and 75 high schools. A response to a Board of Education policy requiring instruction in AIDS, the new effort will be incorporated first into grades 7 and 9 and will encompass all types of students, including pregnant teens, bilingual students, and special education students. The curriculum itself will highlight the human and psychological dimensions of the disease, as well as the biological effects. Students will learn about the causes, transmission, etiology, and prevention of AIDS.

The effort was developed in collaboration with the Chicago Department of Health, the Chicago Medical Society, the American Red Cross, Howard Brown Memorial Clinic, the Illinois Nurses' Association, and the Illinois Department of Public Health. The project uses materials developed by a team of specialists and videotapes. Preliminary results show significant knowledge gain about AIDS. Followup evaluations will be conducted as the program expands.

Similar programs are also being run in Boston and Dade County, where grades 5, 6, 7, and 10 are involved. The Dade County program operates in 250 schools enrolling 79,307 students and includes curricular offerings, resource speakers, audiovisual materials, parent training, and educational television.

ALBUQUERQUE PUBLIC SCHOOLS
New Futures School

Students from all over the city of Albuquerque and outside the district attend the New Futures School, which serves pregnant students, fathers, and their children. Nearly 450 students per year in grades 7 through 12 receive regular education and special education for pregnant students or students who are parents by the 7th grade. In addition to the standard academic curriculum, the New Futures School provides special health care, counseling, child care, vocational training,

parenting workshops, and early childhood development classes. Services are coordinated with several child care projects from the University of New Mexico, the state of New Mexico and municipal health services departments. Funds are provided through the school system's operating budget, the Ford Foundation, the federal vocational education law, the Public Welfare Foundation, the Hosbro Foundation, the Levi-Strauss Foundation, and federal Title XX block grants.

This program has helped reduce dropout rates and repeat pregnancy rates in the target group. In addition, the program has cut down on the incidence of low-birth-weight and developmentally-delayed infants. Nearly 92% of the students graduate with a diploma, and only 12% were found to be on AFDC in a follow-up study.

What makes these and the health programs listed in the compendium so successful?

COMMON THREADS

- Comprehensive health care services located in or adjacent to our schools but managed by an independent health agency;
- Adequate assessments of community health needs and coordination of services with outside health agencies for a comprehensive, interagency and multidisciplinary approach;
- Strong parent, community, media, and political support for the provision of comprehensive health care services in our schools; consultation with parent and community advisory groups for health care matters;
- Parent involvement and regular communication, particularly with the Black and Hispanic community, in the planning, design, implementation, and monitoring of health care services;
- Training of parents on health care and drug and alcohol abuse prevention in the home;
- Supportive principals, dedicated and committed teachers, and health care staff who see the relationship between learning and good health;
- Staff development and in-service teacher training on the services offered for health care in the schools;
- Emphasis in health care and health education on personal responsibility, self-esteem, accountability, and values;
- Health education curriculum woven into basic subject-matter areas or taught as a required course;
- Substance abuse material that is accurate, relevant, and well coordinated with the regular school material;
- Child care for the children of our children while they attend classes, child care classes for mothers and fathers, and pre-natal care classes;
- Confidentiality of records with a policy of parental approval for general services; and
- Clear and concise board policy on health matters and rules and regulations for operating services at the school level.

Every urban school has not been able to implement such model health care services. Some of our schools do not even have a regular school nurse. Reaching into these schools will require the following:

TOP TEN NEEDS OF URBAN SCHOOLS

1. Higher expectations from school personnel, parents, and the community for our children's health and personal responsibility.
2. Clearer policies concerning student physical and mental health care at all levels of government; policies that lay out the responsibilities of all groups and agencies involved.
3. Support of state, local, and community groups and coordination with other health institutions and professions.
4. More comprehensive and better coordinated information and curricula, particularly on the consequences of substance abuse for parents and students.
5. Support from the public for mental and physical health care and day care programs in or near our schools and greater community involvement in addressing health needs.
6. Staff development and in-service training for teachers and administrators on substance abuse, health care and nutrition.
7. Research into promising approaches for educating elementary and secondary children about mental and physical health issues.
8. Earlier intervention and instruction on health issues, beginning with grade schools.
9. Follow-up and services for youth who have had health related problems in the past.
10. Additional funding from local, state and federal sources for health purposes; funding that is targeted, consistent, and flexible.

RECOMMENDATIONS:
HOW EVERYONE CAN HELP MEET THE CHALLENGE

Urban School Districts Can: — Have You?

1. Continue to develop substance abuse prevention material, curricula and counseling. _____
2. Develop policies on AIDS education and sex education. _____
3. Clarify and develop policies for health education and the participation in municipal comprehensive health care services for in-school youth. _____
4. Conduct more comprehensive assessments of health needs of youth in coordination with local health agencies. _____
5. Continue to push other agencies for health funds and more programs for urban youth. _____
6. Devote additional staff to health care and education. _____

The Federal Government Can: — Has It?

1. Review regulations for restrictions to youth health services. _____
2. Enact legislation authorizing school-based health clinics or health education for schools. _____
3. Provide greater and more targeted funding for drug and alcohol education programs. _____
4. Adopt more comprehensive day care and child care policies and programs in Federal legislation. _____
5. Increase entitlements for federal free and reduced price school lunches. _____
6. Expand nutrition education programs. _____
7. Provide funding for AIDS education to school districts as part of the Department of Health and Human Services programs to combat the disease. _____

The States Can: — Has Your State?

1. Provide funds and technical assistance for coordinating and expanding local health services to underserved areas. _____
2. Adopt policies that will require municipal development of health services for needy youth and families. _____
3. Make additional funds available for school nurses. _____
4. Provide funds for substance abuse prevention programs. _____
5. Provide models for successful day care services. _____
6. Make school districts directly eligible for Title XX and day care funds. _____
7. Develop regular liaison between urban schools and state health agencies and providers. _____
8. Develop and disseminate health education curricula. _____

Local Governments Can: — Has Yours?

1. Fund municipal-wide health care services and substance abuse prevention programs. _____
2. Set up nutrition education programs for food stamp recipients. _____
3. Establish programs in collaboration with school districts to assist pregnant teens. _____
4. Work with Boards of Educations on municipal-wide health policies. _____

Universities Can:	Have Yours?
1. Include alcohol/drug training in staff development programs for counselors, administrators, teachers.	_____
2. Prepare teachers in behavioral health issues.	_____
3. Conduct additional research on health issues of urban youth.	_____
4. Require courses in sex education for teachers and administrators.	_____

The Private Sector Can:	Have Your Businesses?
1. Provide programs in substance abuse education and workshops on parenting skills to employees and their families.	_____
2. Provide training programs and jobs for pregnant teens.	_____
3. Provide comprehensive day care services on-site or at schools in collaboration with other businesses and agencies.	_____
4. Volunteer building space for substance abuse education classes or other health care services.	_____
5. Provide on-site health care for families.	_____

Community Based Organizations Can:	Have Yours?
1. Develop policies and programs to promote health and family cohesion.	_____
2. Locate day care facilities near public schools.	_____
3. Establish health clinics and centers near public schools.	_____
4. Disseminate information to the community on health issues for youth.	_____

Churches Can:	Have Your Churches?
1. Support schools in secular responsibilities for maintaining and improving the health of their children.	_____

Parents Can:	Have Yours?
1. Establish family rules for responsible and healthy behavior.	_____
2. Limit availability and visibility of alcohol and drugs.	_____
3. Be a good model for healthy and responsible behavior.	_____
4. Communicate better with your children about sex education and discuss issues related to pregnancy and sexual activity at an early age.	_____
5. Instill self-esteem in your children.	_____
6. Make sure your children get adequate sleep at night.	_____
7. Take advantage of health services available to your family.	_____

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CHAPTER 6
URBAN BUILDINGS ARE MEETING MORE DEMANDS

Facilities and Buildings

The school building—the brick, adobe, stone, or wood structure in which we teach our children—often forms a citizen's first impression of a school system. For urban districts, this impression is, unfortunately, too often marred by an aging or rundown facade. Limited resources have forced us to put off essential repairs, construction, renovation, and maintenance to our physical plants, to the point that our structures are crumbling around us.

Urban Index #13: Building and Facilities Challenges

Proportion of school buildings in the Great Cities that are over 50 years old: One-third

Percentage of school buildings in the Great Cities that are 25 or more years old: 70%

Percentage of school buildings in the Great Cities that are less than 10 years old: 4%

Average percentage of an urban school district's general operating budget that is spent on facilities maintenance: 3.5%

Percentage of urban school facilities maintenance budget devoted to emergencies and breakdowns: 85%

Percentage devoted to ongoing prevention: 15%

Cumulative cost of deferred building maintenance in all the Great City school districts: $5 billion

Cumulative cost of deferred building maintenance in all the school districts in the country: $25 billion

Projected number of new classrooms needed annually for the next three years to keep up with projected enrollment increases in the Dade County Public Schools: 360 per year

Percentage of classroom space in the Omaha Public Schools that is used for special programs in remedial and handicapped education: 25%

Percentage increase in classroom space devoted to special programs in Omaha Public Schools between 1975 and 1985: 15%

Estimated cost of upgrading 126 St. Louis Public School facilities to meet new building codes: $145 million

The deferred cost of renovating, constructing, maintaining, and bringing up to standards the buildings of the Great City Schools is staggering. Because urban school districts must maintain so many buildings (over 7,000 instructional buildings in our 44 school districts), negotiate with so many unions, and deal with so many municipal and state agencies, any construction, renovation, or maintenance task becomes complex and expensive.

To confront these challenges we must:

- Build greater public confidence in our educational offerings by improving the appearance of our facilities;
- Improve the physical climate of our school buildings to make them more conducive to learning;
- Provide new facilities and space to meet increasing needs for special programs, lower pupil/teacher ratios, growing enrollments, and intra-city population shifts;
- Upgrade buildings and facilities to handle emerging technology for instruction and administration;
- Repair and maintain our aging physical plant;
- Bring our current buildings up to code, ensure environmental safety for all our students and employees, and modify buildings for alternative uses;
- Develop new plant management techniques to improve fiscal, resource, and energy efficiency;
- Provide more staff training and development on facilities repair and maintenance; and
- Allocate more funding to meet facility needs.

These brick and mortar challenges to our city schools are no less critical than the issues outlined in the preceding chapters. In fact, many of the good programs we have developed to respond to the challenges in education, employment, health, and community involvement create pressures on existing space and facilities. Demographic changes and innovative teaching methods also put strain on aging buildings; witness such factors as lower teacher/pupil ratios; remedial and special education programs; surges in enrollments due to immigration and baby boomlets; desegregation orders that change grade configurations; health care services; upgraded vocational and youth employment training opportunities; year-round schools; community use of facilities; and increases in administrative staff to support these new initiatives. All these developments necessitate more buildings, different arrangements of space, or more modern facilities.

In general, city schools are being asked to deliver more services than ever before for youth with special needs and for the community. Our buildings are now being used for purposes that extend far beyond those for which they were initially designed and are staying open for prolonged periods, adding to wear and tear.

THE TOP DRAWER: HELPING OUR FACILITIES MEET MORE DEMANDS

In addition, several of our school buildings were constructed before modern building codes or new environmental, safety, or handicapped-access regulations went into effect. In the 25 years since the majority of the Great City school buildings were constructed, we have seen new requirements enacted relating to asbestos abatement; life, safety, and fire protection; electrical wiring capacity; access for the handicapped; fuel storage and trash disposal; temperature, air conditioning, and ventilation; lighting levels; roofing; and others. All these requirements serve a purpose in protecting the public and our students, but all mean costly and difficult building modifications for our cities. And almost never is the funding needed to carry out the mandate or requirement provided by the government level that enacted it.

Even the construction of new facilities, a necessity in cities with swelling enrollments or high mobility, is an arduous undertaking in the urban environment, where land is in short supply, zoning requirements specify a minimum amount of vacant space around a school building, and the installation of utilities beneath the crowded streets and sidewalks is delicate surgery.

Nevertheless, our urban school districts are trying to seize control of the problem through improvements in management, efficiency, resource allocation, and training. The following are examples of these efforts.

DENVER PUBLIC SCHOOLS
Asbestos Abatement Project

During the summer of 1987, the Denver Public Schools Hazardous Materials Program successfully completed 230 asbestos abatement projects in school buildings throughout the district, ensuring a safe environment for students and employees. The four year effort addressed asbestos problems in 107 of the district's 115 school buildings, at a cost of $2.5 million for removal, abatement, or enclosure of the hazardous substance. The district had been cited in 1983 by the Environmental Protection Agency (EPA) for failure to comply with regulations controlling asbestos. Through its Department of Facility Services, the district subsequently undertook a project to eliminate any hazard.

A steering committee, composed of program managers, technical personnel, community representatives, and independent consultants, was organized to monitor safety procedures and practices related to removal and control. This committee designed and implemented a three-part program of awareness, abatement, and management of the substance. Specifically, the effort focused on risk management; inspections; employee notification; routine maintenance; special removal projects; personnel training; and cooperation with the EPA, the city health department, and others.

NASHVILLE PUBLIC SCHOOLS
Task Force System on Plant Maintenance

The Nashville-Davidson Public Schools has reorganized its plant maintenance operation using a task force approach. The new system is intended to cut maintenance costs and speed repairs. Specifically, task forces of maintenance mechanics are assigned to each building to perform routine repairs according to a daily work plan. A corps of central office maintenance specialists are dispatched on emergency maintenance and repair calls. To date, the new system has drastically reduced the travel time and expense of moving maintenance personnel from one building to another during the work day.

In addition, the district has adopted a long-range construction program to deal with increasing enrollments, expanding special needs programs, and obsolescence. The program is being funded at $30 million per year and represents the type of planning a growing district must undertake to meet its facilities challenges.

OMAHA PUBLIC SCHOOLS
Management, Consolidation, and Demographic Projections

The Omaha School District is instituting several measures to take care of its facility needs. First, a new computerized management priority system sorts maintenance requests according to immediacy, code implications, and instructional impact. Maintenance crews are then dispatched according to the priority given a particular request. The analysis of the computerized data also helps in the planning of future management inmprovements.

Second, the school district has consolidated 10 older elementary schools into two new facilities to improve program and maintenance efficiency. The older buildings were sold to private developers, who renovated them for commercial and residential use. The district is also renovating an abandoned downtown technical high school to serve as a central instructional and administrative service center. The new complex will house upgraded skills development equipment and ,serve as a training magnet for seven high schools. The plan saves money because it is cheaper than either building a new facility for such training or upgrading the equipment at all seven feeder schools.

Third, the district has secured the services of a financial consulting firm to study enrollment projections and facility needs for the coming five years.

DADE COUNTY PUBLIC SCHOOLS
Satellite Learning Centers

With the private sector's help, Dade County Public Schools has achieved the ultimate business-school partnership—placing the school inside the business where the classroom space is provided. The school district provides staff, teachers, student support services, and administrative support; the business provides the space, utilities, security, and custodial services. The students go to and from school with their parents and benefit from before and after school care as well. The racial composition of the student body at each site will approximate that of the work force. The Satellite Learning Centers will incorporate the lead teacher concept advanced by the Carnegie Task Force on Teaching as a Profession. The program will help overcrowding, day care needs, and shortages of classroom space and will foster parent involvement with the school system and their children's education.

NORFOLK PUBLIC SCHOOLS
Long Range Planning

In 1984 the Norfolk Board of Education charged the school administration with evaluating the facility needs of the district and outlining a long-range planning process. A School Building Planning Task Force was named, consisting of representatives of the district's building and facilities division, the city housing authority, and the public. The panel was charged with reviewing city demographics and population projections, specifying space needs for each grade level, evaluating existing buildings to determine their adequacy, outlining new building requirements, and identifying and prioritizing critical needs. Long-range planning, ongoing monitoring, and evaluation of immediate needs were made easier and more cost effective with this program.

CLEVELAND PUBLIC SCHOOLS
Five Year Facilities Utilization Plan

A result of federal court mandates relating to the desegregation of the Cleveland Schools, the Facilities Utilization Plan was developed from a 1982 management outline. Initiated in 1985, this plan uses the district's educational program to drive facility use and planning decisions. Because the plan must be updated annually, long-range planning concerning the use of facilities is ensured.

This effective management tool prevents the arbitrary placement of programs in buildings without proper analysis of relevant data, including curricular and programmatic offerings, enrollment projections, and building capacities. Computer simulations of student enrollment are provided to administrators as they analyze the effects of program placements in specific buildings. To date, some key district changes resulting from the Facilities Utilization Plan's implementation have included: grade restructuring from a junior high school grade 7-9 structure to an intermediate school grade 7-8 structure; establishment of magnet schools serving designated clusters of schools; consolidation of administrative sites and offices; and the establishment of desegregated full-day kindergartens.

These programs and others demonstrate the initiatives our districts are undertaking to upgrade and make better use of our buildings. But not all of our schools have been this successful. Sometimes the backlogs of deferred maintenance are so overwhelming and the amount of available resources so small that the problems have no foreseeable remedy.

Commonly, a school district must choose between targeting limited resources on instructional programs or on facility needs, and since instruction invariably take precedence, very few funds remain for building repair and maintenance. For example, one school district reported that its current budget for maintenance allows for repainting each school building interior only once every 47 years, repainting each exterior only once every 29 years, and recovering every floor just once every 39 years.

How can we improve this situation? The districts surveyed suggested the following:

TOP TEN NEEDS OF URBAN SCHOOLS

1. Recognition of the severity of urban school facility needs by the public and by policymakers at all governmental levels.
2. Better management tools and planning procedures for addressing current facilities problems and projecting future needs.
3. Public understanding that good educational programs can take place in less than attractive buildings.
4. Mandates from local, state, and federal governments that take into account the unique facility problems of urban schools.
5. Integration of technology into the art of facilities planning and program development.
6. Inservice training of facilities personnel, including craftspersons, technicians, administrators, and managers.
7. Better and more active recruitment of both trades personnel and facilities planners and managers, including recruitment of more miniority managers.
8. Better management techniques to improve cost efficiency in such areas as scheduling of personnel, purchasing of materials, development of priorities, transportation, and contracting.
9. Recognition by local officials that the public's first impressions of the quality of our schools is affected by the physical appearance of our buildings.
10. Increased funding from local, state, and federal sources for deferred maintenance, new construction, and management.

RECOMMENDATIONS:
HOW EVERYONE CAN HELP MEET THE CHALLENGE

Urban School Districts Can:	Have You?
1. Repair building exteriors before cumulative damage occurs.	_____
2. Design and build new facilities that are not only attractive to the public but are also easier to maintain.	_____
3. Include both facilities and technology personnel in all general educational program decision-making and planning sessions.	_____
4. Develop policies that will allow the district to lease to other groups those school facilities which are not in use, in order to prevent long-term maintenance problems.	_____
5. Include inservice training for facilities planners and managers in the district's regular in-service training programs and budgeting.	_____
6. Develop better staff training for handling government mandates such as asbestos detection.	_____
7. Continue the cleanup of asbestos in schools.	_____
8. Experiment with new and different management approaches that increase cost effectiveness.	_____
9. Develop better management techniques for projecting facility and technology needs.	_____
10. Increase the portion of the budget spent on deferred maintenance and repair.	_____

The Federal Government Can:	Has It?
1. Approve no new educational, environmental, or safety mandates affecting local school districts without supplying the funds to implement them.	_____
2. Permit a portion of funds from federal categorical education programs to be used for the renovation of facilities to accommodate these programs.	_____
3. Pass legislation authorizing funds for emergency school repairs and renovation and appropriate the money to implement it.	_____
4. Approve capital funds for the renovation of facilities to help implement the Aguilar v. Felton decision concerning Chapter 1 services.	_____
5. Allow school districts to apply directly to the Department of Housing and Urban Development under the Community Development Block Grant program.	_____
6. Increase the appropriations for energy grants for schools and hospitals.	_____
7. Appropriate $1 billion to implement new EPA regulations for asbestos detection and abatement.	_____
8. Amend the tax reform law to restore the previous flexibility for school districts on municipal bonds and arbitrage.	_____

States Can: | Has Your State?

1. Establish deferred maintenance funds for local school systems or authorize school districts, at their option, to levy separate millage for maintenance and repair only. _____
2. Increase school districts' authority to levy taxes from different sources or to broaden their current tax base. _____
3. Include in the basic state foundation aid formula a correction factor for the number and age of school buildings. _____
4. Move away from relying on local property tax to pay for education. _____
5. Permit routine waivers of minimum acreage or space requirements that do not work well in urban settings. Recognize the differences between urban and rural/suburban facility needs. _____
6. Require that a "facilities impact statement" accompany any new state education legislation or regulations, including legislation and regulations dealing with maximum class size or specifying programs at particular grade levels. Such impact statements should analyze the effect of the new policy on facilities in different types of school districts, particularly the larger cities. _____
7. Approve no new mandates to local school districts without supplying the funds to implement them. _____

Universities Can: | Have Yours?

1. Develop and offer coursework, curricula, and training for school administrators on the management of and planning for facilities and buildings. _____
2. Provide research and management services to schools concerning facility problems. _____

The Private Sector Can: | Have Your Businesses?

1. Work with urban schools to develop alternative school sites in businesses or work places if appropriate. _____
2. Support bond issues and special tax levies for urban school systems to repair or build school facilities. _____
3. Show urban school administrators innovative ways to manage and conduct long-range planning for school facility needs. _____
4. Include a facilities component in any "adopt a school" arrangement. _____

Churches Can: | Have Your Churches?

1. Work cooperatively with urban public schools in implementing the Aguilar v. Felton Supreme Court decision regarding the location of instruction for private school children participating in the federal Chapter 1 program. Recognize the facilities constraints on the public schools when discussing options for complying with Felton. _____

The Community Can: | Has Yours?

1. Vote for bond issues on the ballot to fund school facilities construction and repair in urban areas. _____
2. Set up public relations campaigns to prevent vandalism of public schools. _____

CHAPTER 7
URBAN EDUCATORS ARE OPTIMISTIC

"Life's unfairness is not irrevocable; we can help balance the scales for others, if not always for ourselves."

–HUBERT H. HUMPHREY

We end our look at urban schools feeling hopeful. Between these covers we have spotlighted programs that are breathing life into Vice President Humphrey's behest. No child must be discounted, our urban schools seem to be saying, and if some of the more ominous predictions in these pages come to pass, it will not be because our city educators do not care or will not try.

We have hope that school districts, policymakers, community groups and other institutions will use our recommendations to launch their own educational reform plans. We realize that we have offered enough recommendations to fuel several years' worth of reform and that every suggestion will not work for every city, given our diversity. The important thing is that urban schools begin – or continue – the process of periodically examining their progress and holding themselves accountable for results. The other important charge is for community institutions, groups, and individuals – inside and outside the cities – to consider how their fates are intertwined with the fate of urban schools and to contemplate the cost of shortchanging urban students.

We are hopeful, but we cannot be complacent. Our success is perishable. The moment we stop striving is the moment our accomplishments will be swept away by a flood of new challenges. Our success has limits. The good programs in this report need to be expanded one hundred-fold; they do not begin to touch all the children who could benefit. And there are many compelling issues that could not be adequately covered in this report – preschool education, handicapped education, desegregation, technology, bilingual education, changes in the urban family, to name just some – issues which warrant consideration in future discussions about reform.

If there is one gray cloud threatening our optimism, it is in the area of funding. In recent years, certain policymakers have enjoyed reminding us that "you cannot solve problems simply by throwing money at them." These reminders seem to surface around the same time as those policymakers' inadequate education budgets. Our response? Whether money alone will or will not solve a particular problem is not the question for our schools. The proper question is: can we expect to solve our problems without additional funding? And the answer is unquestionably no.

We want our readers to finish this report sharing our hope about the value of investing in education. We invite the skeptics to come see our schools, talk to our students and teachers, and question our board members and administrators. We feel sure that after they do, they will join our crusade for urban education.

COMPENDIUM OF SUCCESSFUL URBAN PROGRAMS

ALBUQUERQUE

SCHOOLS ON WHEELS is an alternative educational and work-study program for students between the ages of 16 and 21 who have dropped out or are potential dropouts. Students in the program participate in an academic program with emphasis on the development of reading, writing, and math skills. The employment component places the student in J.T.P.A. positions or private sector jobs on a part time basis.

NEW FUTURES SCHOOL is an alternative school that provides regular and special education programs for pregnant students or students who are parents at grade levels 7 through 12. The curriculum focuses on the needs of adolescent parents including standard academic classes, special health care services, counseling, child care, vocational training, parenting and early childhood development classes.

COMMUNITY EDUCATION PROGRAM is a district-wide project that offers courses and activities for the entire community. The program has the capacity to make the resources of the public education system available to the entire community and utilize the resources of the community to enhance the services of the public school.

PROGRAM PLANNING PROCESS is a process whereby each school has a program planning committee (PPC), comprised of teachers, parents, support staff and students. The PPC meets regularly to discuss school-based decisions concerning all aspects of the school's operation and to plan for the success of the total program. Each PPC develops a school-improvement plan which is used for both short and long range planning.

EMPLOYEE ASSISTANCE PROGRAM (EAP) is an employee benefit effort that recognizes the impact of the health and well-being of district employees on the students. The purpose of the EAP is to provide an accessible and confidential setting in which employees and their families can freely discuss personal and family problems, and receive help in finding the best resources to meet their needs. The primary objectives of the program are to promote better employee morale, recover production time, and provide assistance that will enable the district to retain valuable and skilled employees.

CURRICULUM EVALUATION PROCESS ensures that each content area has an in-depth evaluation every six years, according to a curriculum planning cycle which is matched to the state text-book adoption plan. The process is designed to maintain a dynamic program, to refine curricula, and ensure the most appropriate instructional program. The district's research and evaluation unit is responsible for the evaluation working collaboratively with curriculum and school personnel to ensure its integrity.

EMPLOYEE RESOURCE AND RENEWAL CENTER (ER & R), a center for staff development and assistance, was established to provide employees with opportunities for life-long adult learning experiences resulting in improved skills, increased knowledge, individual growth, personal satisfaction and an on-going commitment to enhance quality education for students. Both classified and certified staff development program are offered at the Center. A major part of the ER & R is the effective teaching training program, whereby all district teachers are

provided training in a three year period. This model uses a diagnostic and prescriptive approach to meet student needs and build upon previous knowledge and experiences through renowed awareness of educational theory and concepts.

ATLANTA

ATLANTA PARENTS AND PUBLIC LINKED FOR EDUCATION (APPLE CORPS) is a partnership of parents, citizens, university professors, school principals and teachers, business people and representatives from local organizations concerned about education. APPLE CORPS acts as an independent voice to mobilize support for the school district and to monitor parent and community involvement for support of public schools.

ADOPT-A-SCHOOL PROGRAM is a partnership between the school district and Merit Employment Association (MEA), a group of local businesses, working together to provide new focus and career planning for "at-risk" junior and senior high school students. The program utilizes volunteers from the business community to serve as consultants to high school students who also volunteer to participate in the project which ultimately results in successful completion of high school. Students are encouraged to complete school, set career goals, and improve academic and vocational skills.

COMMUNITY-OF-BELIEVERS is a comprehensive effort to boost the academic achievement and the educational environment in the city of Atlanta. It was one of the nation's first city-wide partnership among the schools, local government, the private sector and the churches to address an entire urban community's educational needs.

BALTIMORE

DRUG EDUCATION PROGRAM is a district-wide comprehensive drug education program which provides an instructional program of awareness leading to prevention of drug use. The main thrust of the program is the development of peer resistance skills, the ability for a youth to say "NO" to his peers and consequently drug use.

COALITION OF ESSENTIAL SCHOOLS-WALBROOK MODEL provides students with an environment from which they reach their maximum academic potential by learning how to use their minds, developing critical thinking skills and perfecting study techniques. Students progress at their own rate, are responsible for their own discipline, teach themselves, and master skills before moving from one level.

THE KIDS' DINER is a work/study site for junior and senior vocational education students in food service, business education, horticulture, and construction trades. Students are also offered training that will allow them to develop skills needed by individual entrepreneurs to own and/or manage a small business of their own.

VOCATIONAL INITIATIVES IN PLACEMENT (VIP) is a multi-faceted job preparation program for senior vocational education students. VIP provides employability skills, training and offers students carefully selected internship experiences. The ultimate goal of the program is to assist vocational education students with expanding their career options.

COMPREHENSIVE SCHOOL HEALTH SERVICES is an expansion of the City Health Department's School Health Program available to students in selected middle and senior high schools. The participating students have access to comprehensive

health services within the school's health site. Services provided through the clinic include an annual comprehensive evaluation, acute illness care, sports physicals, dental services, health education, sexually transmitted disease care, mental health and substance abuse evaluation, and nutritional services.

BOSTON

PROJECT PROMISE (Program to Maximize Intensive Skills Education) is designed to improve literacy skills of students in math, reading and writing by increasing time on task. The instructional time is extended 1½ hours on school days and 3 hours on Saturdays and, is incorporated into a total redesign of the regular school day to provide intensive basic skills development.

AIDS EDUCATION PROGRAM is a health education program in all middle and high schools which provides students with information regarding the dangers of infection, methods in which the disease is spread, prevention and treatment.

SCHOOL AGE PARENTING PROGRAM is a comprehensive school-based program for pregnant students and school age parents which provides counseling and referral services, academic instruction, and medical/prenatal care instruction.

BOSTON COMPACT was formed in 1982 and is now considered one of the nation's model collaborations between the public schools and the private sector. Over 364 companies now participate in Boston. The Compact has two important elements: a commonly agreed upon course of action and education goals for the city's youth and a set of measurable objectives for both the school system and the private sector in the areas of achievement and hiring.

BUFFALO

SCHOOL HEALTH DEMONSTRATION PROJECT provides comprehensive health care services to disadvantaged youth in grades K–12. In cooperation with the Community Health Care Agency, the school district offers daily health care services to children and their families.

EARLY CHILDHOOD CENTERS provide a comprehensive curriculum designed to help young children in pre-Kindergarten through second grade. The program components are designed to meet the needs of the child and to provide systematic opportunities for continuous and sequential growth and development.

SCHOOL-TO-WORK TRANSITION PROGRAM FOR THE HANDICAPPED provides handicapped students with the opportunity to improve their attitudes and commitments, develop employment skills, explore career options, and receive assistance with job placement. The students participate in a full day academic program and work approximately 7.5 hours per week after school developing occupational skill training in the private and public sector.

MAGNET SCHOOLS PROGRAM in the city of Buffalo is one of the nation's best known and widely honored efforts to improve achievement and desegregate the schools. The city now has 22 magnets in its educational arsenal enrolling over 14,000 students in such areas as early childhood, visual and performing arts, college preparation, computer sciences, bilingual education, and international studies.

CHICAGO

LOCAL SCHOOL IMPROVEMENT COUNCIL (LSIC) is a district-wide effort to

mandate certain powers to the community. The Council reviews school budgets; disapproves expenditures from discretionary funds; recommends persons for principals, teachers, and other administrators, and recommends the school curriculum.

READING IMPROVEMENT PROGRAM (RIP) is designed to upgrade the teaching strategies of classroom teachers and to improve the reading of students in grades K–6. The components of RIP include; after school tutorial program, reduced class size, summer school, reading resource teachers, and recreational and enrichment reading materials.

PARENT EDUCATION CENTER provides parents with information, skills and resources which will help them to become more effective partners in the educational process. The program also develops a network of persons skilled in helping local schools develop a school improvement process.

YOUTH EMPLOYMENT AND TRAINING PROGRAMS provide district-wide high quality programs that enhance the academic and marketable employment skills of eligible participating students between the ages of 14 and 21. The program provides a means of teaching basic skills through entry-level training that is linked to the student's long-term employment goals.

ILLINOIS NETWORK TO ORGANIZE UNDERSTANDING OF COMMUNITY HEALTH (INTOUCH) is a district-wide program designed to foster communication and facilitate networking to bring isolated drug abuse prevention efforts of schools and communities into stronger, well-planned programs. InTouch trains parents, teachers, and community members to become more effective in preventing alcohol and drug abuse.

TRUANTS ALTERNATIVE PROGRAM-ON NEEDS EARLY (TAP-ONE) is a district-wide effort by Attendance Improvement Managers (AIM) to identify students who have chronic truancy status and work closely with the students, their parents and school personnel to diagnose the underlying causes of truancy. The AIM establishes an individualized attendance improvement plan and provides group counseling and a wide range of services needed to help truants overcome social, physical, and psychological problems resulting in truancy.

AIDS EDUCATION is a new program in the Chicago Public Schools aimed at fighting the deadly disease through education, information, staff training, and counseling. The program is being tested in grades 7 and 9 first and is to be expanded into other grades later.

CINCINNATI

PARTNERS IN EDUCATION is a district partnership primarily between the private sector and the school system to insure that each school in the district has a supportive partner. The program is administered and coordinated by the private sector through partnerships and is designed to improve student achievement. In one elementary school the partner has provided an achievement incentive fund that allows a student to earn up to $200 per school year for meeting pre-identified achievement goals. The funds are placed in escrow and are available to students with the accumulated interest upon their graduation from high school. In one senior high school an annual scholarship fund has been established by the partner as an incentive for students to pursue college bound course work and be able to financially attend college with assistance. A variety of creative

ideas are being implemented throughout schools in the district with programs such as mentors, tutors, career education, attendance, work experience, et cetera.

CINCINNATI YOUTH COLLABORATIVE is a program designed to get the entire community involved with the school system in reducing school dropouts, preparing students for entry level jobs upon graduation and building bridges to college for disadvantaged students. Key service organizations, as well as individuals from government, private industry and human services, are represented in the collaborative structure. Specific measurable objectives have been established for reducing dropouts, improving the number of youth entering the job market, increasing the number of students attending college, increasing the number of children involved in early childhood education programs and improving the over all effectiveness of the instructional program.

JOBS FOR CINCINNATI GRADUATES, a school-to-work transition program, is aimed at preparing twelfth grade high risk students to effectively compete in the private sector job market. While this program affiliates with America's Jobs for Graduates, it is unique in that it was initiated totally by funding from the local private sector and has served as a model for the state of Ohio. The program is targeting twelfth grade students that are most likely to experience difficulty securing stable employment after graduation. The program has maintained an 85% successful job placement rate.

INFANT CHILD CARE PROGRAM provides on site infant and toddler child care for senior high school students who are parents. This program is currently operating in one senior high school and has allowed 30 girls who were at risk of dropping out of school to attend school regularly and develop child rearing skills simultaneously. This program is different from other child care programs in that a very young child (two months) may be brought into the center thus allowing a girl to return to school at the earliest possible moment following delivery. In general the program has proven to be successful in helping to keep the majority of the students served in school where the obstacle to attendance was the need for child care.

PROJECT CONTINUED SUCCESS is a program designed to encourage more eleventh and twelfth grade students to prepare for effective entry into college. The program recruits up to 130 students annually to participate in a rigorous enrichment and motivational plan designed to enroll students in more challenging course work with effective support systems. Junior and senior students success is measured by improved student scores on the ACT, improved grade achievement and acceptance into college. In addition to tutoring support students are engaged in stress management workshops, career education workshops and field trip enrichment activities. Over a three year period this program has significantly increased the number of graduates from the participating school that have attended college and succeeded.

CLEVELAND

SCHOLARSHIP IN ESCROW allows every student in the Cleveland Public Schools from 7th through 12th grade to earn scholarship money, depending on grades earned in core academic subjects, to be used for postseondary education or training. The City's corporate and civic leaders are actively involved in the design and fund raising requirements of the program.

THE SCHOOL-TO-WORK TRANSITION PROGRAM is a public/private partnership in which Cleveland businesses offer qualified students priority hiring status for entry-level jobs after graduation. Job readiness training for 11th and 12th graders ensure that they are prepared to secure and retain jobs.

THE DON ROGERS SUBSTANCE ABUSE PREVENTION PROGRAM is a cooperative effort between public and private sector agencies in the battle to attain a drug-free society. The program involves training selected school staff who in turn train other school staff, and ultimately carry instruction to classrooms districtwide. The program also includes a parent training component.

STUDENT HEALTH PROGRAM serves the students and families of one high school, and provides high quality accessible health care services and education to youth. The clinic also sponsors workshops and classes designed to assist students in selecting positive life styles that promote health and limit the incidence of premature illness, disease and disability.

FIVE-YEAR FACILITIES UTILIZATION PLAN provides a management tool that ensures that the district's facilities are used to enhance the educational program. The plan also ensures long-range planning in the use of facilities, and prevents the arbitrary placement of programs in buildings without effective analysis concerning the ramifications of such placement.

OCCUPATIONAL WORK EXPERIENCE (OWE) AND OCCUPATIONAL WORK ADJUSTMENT (OWA) are two programs targeted for secondary students at-risk of dropping out. OWE serves high school students age 16 and older, while OWA serves 14 and 15 year olds. These programs provide work experience for students as well as classroom reinforcement.

YOUTH RESOURCE CENTERS are located in seven selected intermediate schools and are aimed at identifying antisocial and/or dysfunctional students and their families. The Centers attempt to identify all services in the school and community available to help such students and their families. They also attempt to coordinate the delivery of service between agencies such as the police department, the juvenile court system, and the local social service coordinating agency, the Federation for Community Planning, so that problems are addressed in a comprehensive manner.

COLUMBUS

READING RECOVERY PROGRAM is designed to reduce reading failure through early intervention and help children become independent proficient readers. The program is directed to first grade at-risk children and consists of daily individual lessons based on the results of the diagnostic testing.

NORTH EDUCATION CENTER HIGH SCHOOL is a program which provides academic opportunities for dropouts and potential dropouts to earn credits for a high school diploma. The program serves students who are 16 years of age or older, average for their grade level, have credit deficiences, and/or excessive absenteeism. Flexible scheduling of traditional academic and elective courses is available to participating students year-round.

ADOPT-A-SCHOOL PROGRAM is a district-wide effort to support and enrich the education of students through business partnerships. The partnerships formed are ben-

eficial in meeting the needs and utilizing the resources of both the school and business community.

TRIBES is an alcohol/drug program for elementary students in grades K-5 which assist students in gaining a sense of self-worth through developing life skills; communication, problem-solving, decision-making, accepting responsibility, etc., and increasing their confidence in their own abilities.

DADE COUNTY

JUVENILE JUSTICE CENTER SCHOOL is located within Miami's detention facility which houses allegedly delinquent youth up to the age of 18. The school provides a short term basic academic program which parallels the course offerings in home schools.

SCHOOL ALTERNATIVE VOCATIONAL EDUCATION (SAVE) PROJECT provides service to "unsuccessful and/or disinterested junior high students. The project focuses on stimulating a level of motivation among the selected students sufficient to produce positive school-related behaviors, raising the students knowledge of basic skills, and providing students exposure to various kinds of career opportunities.

CONTINUING OPPORTUNITIES FOR PURPOSEFUL EDUCATION (COPE) is a district-wide program that provides continous education to pregnant unwed teenagers. Students are provided an alternative setting to continue their education on a full-time basis during pregnancy and the post-partum period and, insure adequate health care through a comprehensive medical program.

DADE PARTNERS is a cooperative agreement between a school or the school district and a business, professional or civic group or governmental agency, combining their resources to accomplish specific needs for each partner. The program provides a greater awareness and understanding of the needs and resources of the schools and community, ongoing dialogue between schools and the community, and opportunities to enhance educational programs responsive to the needs of the students, the community and our society.

INNER CITY MARINE PROJECT prepares students for careers in marine and related industrial trades through classroom instruction and practical field experience. The opportunity for total personal development is provided through academic courses, vocational skill classes, guidance services, and enrichment activities. Community participants join the venture to motivate students, enhance employability skills, encourage success and self-pride through scholarships, internships and full-time job placement.

TEACHING ENRICHMENT ACTIVITIES TO MINORITIES PROGRAM provides a "seed" project in selected high density minority schools in which a teacher is trained and materials are provided to incorporate analytical reasoning skills into a primary classroom. The goal is to provide direct instruction in higher order thinking skills on a daily basis as well as to incorporate specific analytical reasoning skills into the total curriculum.

PROJECT VICTORY (Vocational Instruction, Community Training, Opportunity for Youth) provides a systematic job readiness skill curriculum which begins in the seventh grade and continues to on-the-job training in the senior high school. The program is designed to expose exceptional junior high students to a variety of career clusters through learning activity stations.

SATELLITE LEARNING CENTERS is a new effort in the Dade County Public Schools to address the needs of a steadily rising enrollment due to immigration and expansion. The effort consists of partnerships with private businesses in the city to provide classroom space at work-sites, day care and improved parent access to classes. The school system provides teaching and support staff at the businesses, while the businesses provide the facilities.

DALLAS

PUPIL ASSISTANCE AND SUPPORT SYSTEM (PASS) is designed to identify, assess, refer and support students who are experiencing drug related and other high-risk behavior problems. The school's staff is involved in early identification of "at-risk" youth. A Core Team provides referral and follow-up services based on the needs of each student.

DESEGREGATION IMPLEMENTATION PROGRAM is a comprehensive program that informs and involves parents and patrons in the academic achievement and social adjustment of students in grades 4-6. The program operates six learning centers in Dallas' largest public housing projects which in addition to providing educational resources, act as liaisons to access the services of numerous community-based agencies.

ALTERNATIVE CAREER CENTER is one component of a district-wide dropout recovery effort to educate all students to the maximum, consistent with each individual potential, to become a productive, successful, and participating member of society. The Center recruits students, ages 16-21, who have been officially dropped from their home high school for a period of six weeks or more. A coordinated educational and employment program is developed for each individual student to assist them in their pursuit of graduation.

HUMAN GROWTH DEVELOPMENT AND SEXUALILTY is a home and school program designed to provide developmentally-appropriate, factual information about sexuality to students; to support students' decision to abstain from sexual activity; and to assist parents in their roles as primary sex educators of their children.

HEALTH SPECIAL SCHOOL FOR PREGNANT STUDENTS is a district-wide program designed to decrease the dropout rate of pregnant students. The program provides academic instruction, on site prenatal/medical care, and day care services for student participants.

DAYTON

TEENAGE INSTITUTE is a drug and alcohol prevention program designed to provide students with factual information, prevention strategies, alternatives and habilitative concepts, which when combined, can prevent and reduce the debilitating effects of drug and alcohol abuse. Students in grades 7-12 participate in educational workshops, small group interaction and skill building to develop positive peer programming in their schools.

VOCATIONAL EXPLORATION, EXPERIENCES AND TRAINING (VEET) is a cooperative vocational training venture between the school district and Wright Patterson Air Force Base which provides job development, job placement, and innovative job training for disadvantaged high school seniors. Students receive a diversity of occupational training experiences and opportunities for permanent employment at the base facilities.

"YOU MISS SCHOOL-YOU MISS OUT!" is a district-wide attendance incentive program for all students. The goals of the program are to: promote attendance awareness; implement attendance improvement activities; develop truancy prevention programs; develop dropout prevention services, and implement a computerized attendance program.

COMMUNITY COUNCIL STRUCTURE is a district-wide effort to provide individual schools and the school district with the opportunity to elicit input and tap into information and resources from parents and interested community persons.

DENVER

ASBESTOS ABATEMENT PROJECT, finished this past summer, addressed asbestos abatement needs in 107 of Denver's 115 Public Schools. The four-year effort cost $2.5 million and involved the EPA, the city health department and others. A steering committee was formed to monitor safety procedures and practices related to removal and control.

DETROIT

CRISIS INTERVENTION HANDBOOK is a systematic guide to crisis intervention/prevention in a school setting. The handbook is designed to assist administrators and teachers in handling many personal and episodic crises that occur in the lives of students.

QUEST-SKILLS FOR ADOLESCENCE is a life-skills program structured to enable adolescents to interact with each other and to explore issues of adolescent life. The participants learn to communicate, assume responsiblity, make decisions, and establish goals.

MIDDLE SCHOOL DEVELOPMENT CENTER provides unsuccessful students with the social, academic and coping skills that will enable them to conform to the traditional school rules, regulations and instructional requirements. The Center offers a comprehensive educational program that focuses equally on the development of affective and cognitive skills.

SCHOOL IMPROVEMENT PLAN is a 2 year design of a school's actions and intentions to improve pupil learning and the learning environment. The plan is utilized as the vehicle for coordinating school resources toward the attainment of the highest priority objectives of the district and the unique needs of each school.

ESSENTIAL ELEMENTS OF EFFECTIVE INSTRUCTION (EEEI) is a district-wide comprehensive four-year instructional training and on-site conferencing program. The program is designed to help teachers make better teaching decisions as they teach, reflect on teaching, and become more conscious of what they are doing and can do. Administrators also participate in the training program.

FRESNO

STUDENTS WITH PROMISING ACADEMIC AND REASONING CAPABILITIES (SPARC) is a program designed to identify and serve at-risk students in grades 1-8 through early intervention strategies. SPARC utilizes dropout prevention strategies in elementary schools with significant populations of culturally-diverse/economically-limited students with high academic and intellectual potential. Students participate in a rigorous academic program and activities to raise their self-esteem. Parents are trained in methods to assist their children at home.

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TALKING ABOUT TOUCH is a district-wide curriculum program for students in preschool through 7th grade that teaches personal safety and decision making to help children learn to protect themselves from exploitation. The curriculum encourages independent thinking and emphasizes the need for children to learn to make their own decisions.

WORK ABILITY COMPACT is a motivational incentive program for llth and l2th grade students designed to encourage students to stay in school and graduate. The curriculum focuses on literacy training for youth through remediation techniques utilized in delivering the job competency training. Students are placed in part-time career oriented jobs in the public/private sectors upon satisfactory completion of a semester course in employability skills.

PARENT AND CHILD EDUCATION PROGRAM (PACE) is a district-wide project designed to serve all pregnant and parenting students to enable them to complete their high school education and better care for their children. The Parent and Child Education Center is utilized as a vocational training center for students desiring a career in the field of child development. Students are given the opportunity to study child development and work with infants and toddlers to prepare for future jobs and parenthood.

HOUSTON

HIGH SCHOOL FOR HEALTH PROFESSIONS offers a complete academic vocational sequence of courses designed specifically for students interested in the health care industry. Students pursue a college preparatory curriculum while gaining hands-on laboratory training and actual on-the-job work experience in health care related careers.

IMPACT II is a corporate-supported teacher-to-teacher network which provides grants to teachers to develop creative instructional projects or models. The program also provides additional grants to teachers who wish to replicate those projects or models.

VOLUNTEERS IN PUBLIC SCHOOL (VIPS) PROGRAM is a district-wide effort designed to provide organized, positive programs that support and enrich the districts' established curriculum, and creates a bridge between the schools and community. VIPS serves as a clearinghouse for many community organizations who have services that improve student motivation and achievements.

FAMILY LIFE EDUCATION PROGRAM is designed to encourage adolescents to delay sexual intercourse until they become adults through education and awareness. The curriculum focuses on discovering the self, understanding human relationships, understanding human reproduction, identifying sexually transmitted diseases and recognizing sexual exploitation.

INDIANAPOLIS

TISDALE'S TEAM is a partnership project that provides peer counseling for K-8 students, using trained high school students and a role model who encourages participating students to stay away from drugs. The students participate in discussions with program staff, which includes Waymon Tisdale of the Indiana Pacers, to examine alternatives to neighborhood pressures and substance abuse.

TECH TEEN CLINIC is a comprehensive health care center on the campus of Arsenal Technical High School. The goals of the clinic are to better serve the health care needs of students, improve attendance, and to teach students health living habits. The center also provides an alternative school for pregnant students.

PARTNERS IN EDUCATION program creates school-business partnerships that match one school with one or more businesses. The partnerships provide structure for business people and educators to work together to prepare students for productive lives.

HOUSE CONSTRUCTION PROGRAM provides students with the opportunity to obtain learning experience in the construction of homes; develop marketable and positive work habits; and contribute to the housing needs of the city. Students are involved in all phases of the project including; developing working drawings; determine the need and cost of construction materials, record-keeping and inventory, and writing checks.

EARLY PREVENTION OF SCHOOL FAILURE PROGRAM is designed to screen students entering kindergarten to determine each child's strengths and weaknesses. Information is provided to the teacher in order to plan instruction that is appropriate to the child's needs during the school year.

OPTIONS EDUCATION PROGRAM is designed to provide parents a choice in the style for elementary education. The goals of the program are to increase student achievement, facilitate and improve racial integration, and increase parental involvement and support. The same basic curriculum is presented in each options program, however, the way the material is presented, the manner in which students are grouped, and the style of the classroom varies with each program.

LONG BEACH

MAYOR AND CITY COUNCIL'S SUBSTANCE ABUSE AND GANGS TASK FORCE develops the "framework" for a comprehensive, city-wide strategy to alleviate the problem of gangs and gang-related criminal activity; and to significantly impact the rate and severity of substance abuse among young people. The organization is composed of educators, parents, students and members of the community and business sector who introduce new programs, as well as enhance those educational, remedial, vocational, and recreational programs presently operating within the city for "at-risk" minority youth.

SUPERINTENDENT'S FORUM provides the superintendent with an opportunity to meet with parent representatives from each school. The Forum enables parents to meet with the superintendent and receive information as well as an opportunity to share their ideas and concerns.

COLLEGE ADMISSIONS TEST PREPARATION PILOT PROGRAM addresses the need for increasing the number of minority/at-risk students who enroll in colleges and universities. The program is designed to heighten college aspirations and improve admissions test performance of disadvantaged students.

"STARTING OVER"–AN INTERIM SCHOOL PROGRAM is an education demonstration project designed to help pregnant parents under the age of 16 who have dropped out of school. The participants receive assistance with infant care, basic education skills, career guidance, parenting skills, and life skills.

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LOS ANGELES UNIFIED SCHOOL DISTRICT

THE MODEL CURRICULUM LANGUAGE ARTS PROGRAM FOR ELEMENTARY SCHOOLS is a district-wide effort to restructure elementary instructional delivery systems to emphasize grade level instruction and to implement an integrated approach to language acquisition for the development of students' thinking, listening, speaking, writing, and reading abilities through the use of all subject area contents at all grade levels.

SCHOOL BASED HEALTH CLINICS are designed to improve the physical and mental health status of high school students; increase communication within families and between the individual students and his/her family, school and community; and enable high school students to become better consumers of health care. This innovative pilot program is currently being offered to high school students in three high schools.

EMPLOYMENT PREPARATION PROGRAM is designed to provide all persons seeking or requiring employment training with marketable skills; additional training to advance their job skills, and/or retrain individuals desiring a career change. The program also provides an option for students currently enrolled in school to receive employment training. Greater emphasis is being placed on disadvantaged and "at-risk" youth.

THE TEN SCHOOLS PROJECT is an experimental program to raise the academic levels of students at 10 low-achieving inner-city schools and to demonstrate that all students can realize their highest potential, given the proper motivation and instructional guidance. The project involves teachers, parents and community members in critical areas of program planning and school decision making.

THE CRENSHAW TEACHER TRAINING ACADEMY, based at Crenshaw High School, concentrates on the educational needs of students interested in careers in education. The Academy combines a university prep curriculum with a teacher preparation program, with studies in child development, teaching methodology, classroom management and educational philosophies.

FIRST BREAK is a youth employment program which the Los Angeles school district operates in cooperation with local businesses and the Los Angeles Area Chamber of Commerce. First Break encourages the business sector to give youngsters a "break" by hiring them for that all-important "first job". Students can be introduced to a variety of careers, as well as learning about other job possibilities and making some extra spending money for the school year. Employers involved in the First Break program report that the students they have hired "work hard, learn quickly and put forth a superior effort to do a good job."

MEMPHIS

COMPREHENSIVE PUPIL SERVICES EDUCATIONAL CENTER is a single holistic program which brings pregnant teens into a center to provide individualized education, pre and postnatal care, family and individual counseling, nutrition, and infant stimulation. The program is designed to provide all supportive services necessary to keep teenage parents in school, teach them to plan for the future, and to be good parents.

PARENT TRAINING PROGRAM is designed to increase parent awareness and acceptance of their roles and responsibilities in the education of their children. The program provides research-based content/subject matter, supervised practice of techniques and strategies, and field trips.

MEMPHIS PARTNERS, INC. is a comprehensive education/employment program for high school juniors and seniors. The services available to students include job readiness, job placement, remedial classes, ACT preparation and testing, cultural exposure, college/career counseling, mentoring, tutoring, exposure to volunteer activities, and teacher/counselor incentives.

INNER CITY SCHOOLS IMPROVEMENT PLAN serves as an adjunctive educational and cultural center for parents and students. The program combines the elements of the effective schools movement with the strategies of a holistic community based intervention approach.

MILWAUKEE

LADY PITTS CENTER is an alternative site for school age pregnant and parenting students. A full array of middle and high school courses, health services, and social services are provided to enable students to continue their programs toward graduation while they are pregnant and following delivery.

WASHINGTON AND SOUTH DIVISION high schools are comprehensive high schools which provide day care for children of parenting students. The students participate in their regular high school program. They are also required to take "Parenthood" and "Career Decision Making" courses and spend a portion of the day in the day care program with their children.

BUSINESS EDUCATION PARTNERSHIP PROGRAM is a district-wide effort to provide an important linkage between the business community and the school district. The business partners share their business expertise, talents, material and human resources with their partner schools. Students are introduced to the work place, exposed to career options and choices and provided tutoring and mentoring. The business partners may provide monetary support for special projects.

PROJECT CARE (CONCENTRATED APPROACHES TO REACHING EXCELLENCE IN THE HIGH SCHOOLS) is designed to create a climate of success for ninth grade students, with emphasis placed upon students exhibiting at-risk behaviors. The program is developed around individual school proposals and includes such compenents as varied ninth grade structures, high risk programs, awareness/adjustment classes, parent involvement, tutoring programs, and guidance activities.

PRE-COLLEGE MINI COURSES is a program for middle and high school students designed to enhance preparation levels and interest in college attendance. The courses consist of lectures, demonstrations, labs, field work, and field trips. Students are encouraged to choose courses which appeal to their career interests.

MINNEAPOLIS

PREGNANT ADOLESCENTS CONTINUING EDUCATION (PACE) CENTER is a district-wide effort to provide a continuing education program for pregnant junior and senior high school adolescents. The Center focuses on the students educational needs as well as providing prenatal and parenting information. Appropriate referrals to commun-

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ity agency resources for post pregnancy follow-up is also available to every student.

MOTHER AND INFANT CARE EDUCATION (M.I.C.E.) Program provides child care facilities in two high schools for young mothers. The program provides an opportunity for the mothers to complete their education while obtaining a supervised parenting experience. The Child Development Center provides a safe, stable and supportive atmosphere for the children, thus enhancing their physical, intellectual, emotional and social development.

WISE RESOURCE VOLUNTEERS is an organization that enriches education by making the time, talents and expertise of members of the community available to school children. Volunteers enhance the quality of education by visiting classrooms and sharing their knowledge, time, crafts, and hobbies with the students.

BENCHMARK is part of a five year plan adopted by the Board of Education in 1982 to improve the quality of education for all of the city's children. It includes a new standardized and centralized curriculum, Benchmark tests to measure student mastery, performance standards, and specialized programs for students not making adequate progress.

NASHVILLE DAVIDSON METROPOLITAN PUBLIC SCHOOLS

CALDWELL HOME-SCHOOL LIAISON PROJECT is a parent education project for severely economically disadvantaged students in pre-kindergarten and kindergarten and their parents. The goals of the program are to develop attitudes and understandings which will enable parents to become more effective partners with the school in the education process of their children; assist parents in developing effective parenting techniques; and establish healthy working relationships between parents and schools.

TRANSITION-ONE PROGRAM is a system-wide alternative educational project designed to meet the developmental and learning needs of students who qualify chronologically as first graders, however are not ready for successful participation in the first grade. The primary goals of the program are to provide additional time for maturation and help students prepare for a successful first grade experience without the stigma of retention.

PEARL COHN SCHOOL CLINIC is a school-based health clinic in one inner-city high school designed to provide medical and health care services to disadvantaged teenagers. The goals of the clinic are to provide services to students that will enable students to improve their basic health, improve their attendance and participation in school, and improve the students feelings of self-worth.

JOBS FOR TENNESSEE GRADUATES is an employment program for high school seniors with barriers to employment (lack of transportation, motivation, basic skills, or employability skills, e.g.) make the transition from school to the work world. Students are enrolled in a job readiness class which includes thirty competencies defined as important by local employers.

PLANT MAINTENANCE TASK FORCE effort is designed to cut building maintenance costs and speed facilities repairs. The program involves a new management system for handling routine and emergency repairs, and has resulted in improved cost-efficiency and lowered travel time between jobs.

NEW ORLEANS

COOPERATIVE OFFICE EDUCATION program is designed to help seniors make a successful transition from school to work. Students attend home schools in the morning to satisfy their academic requirements which includes a one-hour job related class. Students work in the afternoon to gain valuable skills for future employment.

MENDEZ FOUNDATION SUBSTANCE ABUSE PREVENTION PROGRAM provides a comprehensive curriculum program for sixth and ninth graders designed to help students improve their self-awareness, self-concept, values clarification, decision making and problem solving skills. The program is supported by the New Orleans Saints and provides a teacher training and a parental education component.

COMPREHENSIVE HEALTH CLINIC is a school-based health program which provides medical and dental care, social and therapeutic support services, preventive health education and substance abuse service to 6-12 graders in a middle and senior high school facility. The program is designed to improve the health status of students, and decrease the dropout rate and school absenteeism attributed to health and health related problems.

TARGET SCHOOLS PROJECT is an umbrella project for school improvement which provides additional assistance to schools with potential for change and improvement. The focus of the project is to improve the achievement of administrators, teachers, and students.

NEW YORK

LYFE DAYCARE PROGRAM is designed to allow teenage parents to continue in school by providing in-school day care for infants and toddlers. LYFE Centers are located in 21 high schools and program sites. The LYFE staff includes a licensed social worker and family paraprofessional who provide additional support services for the students.

SCHOOL PROGRAM TO EDUCATE AND CONTROL DRUG ABUSE (S.P.E.C.D.A.) is a city-wide instructional program for students in grades K-12 designed to increase young people's awareness of the effects and consequences of substance abuse. The constructive relationship between the Board of Education and Police Department provides an opportunity for all students in grades 5 and 6 to participate in regularly scheduled classroom presentations for an eight week period.

PROJECT SOAR-HIGH SCHOOL DROPOUT PREVENTION PROGRAM provides a comprehensive array of instructional and support services to 9th and 10th grade students who are at risk of dropping out. Project Soar is designed to improve school attendance, retention and achievement of students who have displayed poor attendance and achievement patterns.

SUBSTITUTE VOCATIONAL ASSISTANT PROGRAM recruits highly competent and motivated vocational high school students to participate in a teacher training program. The program is designed to reduce the shortage of qualified teachers in trade subjects. High school graduates and/or graduating seniors participate in a structured program of classroom service under the supervision of a mentor, occupational work experience and concurrent collegiate study that would permit licensure upon satisfactory completion of the program.

PROJECT GIANT STEP is a joint initiative of the Board of Education, the Mayor, and the

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Agency for Child Development which provides developmentally appropriate programs for four-year olds. The children attend a half-day comprehensive program which includes; instruction, health, nutrition and social services, staff development, and parent invovlement activities.

NORFOLK

NORFOLK TECHNICAL VOCATIONAL CENTER offers a training for high school students in the areas of business, trade and industrial education, horticulture, homemaking, health, and distributive education. In addition to academic classes, students spend one-half of their day learning and practicing marketable skills in areas of interest to them for future employment. Additional opportunities are provided in the Work Release Program which offers on-the-job training while students earn credit and money.

CAMP YOUNG is an instructional program for Chapter 1 students in grades four and five which provides an outdoor environment for students to receive personalized instruction in reading and mathematics. Students attend camp two separate weeks within the school year with a reading teacher and a math teacher who provide instruction similar to their regular schools.

SYSTEMATIC PROGRAM OF REMEDIATION AND ACCELERATION AND LEARNING (SPIRAL) program ensures that all students master the established educational objectives required for graduation with no differentiation in the proportion of students demonstrating mastery of the essential educational objectives among the various socioeconomic levels.

NORSTAR, the NASA Ames Research Center sponsored project for high school students, is the nation's first student-run space flight project. The project includes the definition, design, fabrication, testing, analysis, and publication of acoustical experiments scheduled to fly on a space shuttle in 1988.

PARENT INVOLVEMENT PROGRAM is a new effort in Norfolk to increase parent participation in and support for the public schools. The school system offers parent workshops in such topics as parenting skills, homework strategy, computer usage, discipline, child abuse, health and nutrition, and financial aid to attract parents into the schools and to enhance parent's working with their child's education.

LONG RANGE PLANNING is what the Board of Education called for to evaluate the needs of the facilities in the school system. A School Building Planning Task Force was named comprised of school and city housing officials to review demographic trends, space needs for each grade, and ages of current buildings. The effort has served as a long-range blue print for the city's schools.

PROJECT RESCUE is a district-wide effort designed to encourage high-risk students to believe in themselves, develop the skills and abilities which promote confidence, and appreciate the value of completing their high school programs. The program was developed as a vehicle that would attract and retain high-risk students and give them pre-employment and life management skills prior to leaving school.

STAY-IN-SCHOOL PROJECT 7001 program is designed to decrease the dropout rate among pregnant teens and teen mothers. The participating students receive pre-employment training as a part of their regular academic curriculum which also includes

nutrition, hygiene and prenatal care. The students are also employed part-time with Systems Management American Corporation.

OAKLAND

TEEN PARENT ASSISTANCE PROGRAM/SCHOOL-AGE PARENT PARTNERSHIP PROGRAM (TPAP/SAPP) combines the school district and community resources to provide GED instruction, office occupation skill training and job placement to school-age parents who have dropped out of school. Participating students are provided child care, health care, education, job training and social services.

LIFE CONNECTIONS provides an adult supervised, structured, after school activity program for 7-9 graders. The program includes tutoring, human sexuality and life planning education, field trips and parent workshops. The purpose of Life Connections is to help young teens reduce risk-taking behavior through broadening their perceptions of their current and future life options.

NEW TEACHER RETENTION PROJECT is designed to increase the effectiveness and retention of beginning teachers in inner-city schools. The program provides training and suppport services to teachers in their initial years(s)

OMAHA

ALTERNATIVE KINDERGARTEN PROGRAM is a pilot project for "at-risk" kindergarten students designed to assist in the development of the child's cognitive and language skills necessary for academic success; ability to follow direction; and positive attitude toward school. The program emphasizes parent participation in all aspects of their child's program.

STUDENT ASSISTANCE PROGRAM provides a uniform, structured process for identification of and intervention in student alcohol and drug use. The program goals include identification of the problem, preliminary assessment, referral, and support services for youth and parents. This program also establishes a permanent liaison between outside treatment agencies and school.

DRUG ABUSE PREVENTION PROJECT: 4PC PROGRAM (PARENT PEER PREVENTION POWER CLUB) provides students with curriculum resources which will encourage them to make a personal decision to say "no" to drugs and alcohol. It also provides the opportunities for parent involvement and support through awareness and information meetings.

FAMILYNESS PROJECT offers a delivery system of parenting skills which is somewhat different than the traditional building meeting approach. The project is established on the premise that the improvement of nurturing skills of all adults who live or work with children will help that child develop to his/her optimum level.

CHAPTER I DISTRICT ADVISORY COUNCIL is a part of the Superintendent's Model for Parent Involvement. The Advisory Council's are featured in 45 elementary schools and provide a framework for parents to become involved in the implementation and evaluation of their child's educational programs.

FACILITIES MANAGEMENT, CONSOLIDATION AND PROJECTIONS is a series of efforts in Omaha to computerize

building maintenance needs and analyze priorities within the system. In addition, the OPS is consolidating schools at central sites and building new facilities for skills training.

PHILADELPHIA

PHILADELPHIA ALLIANCE FOR TEACHING HUMANITIES IN THE SCHOOLS (PATHS) is a humanities program involving more than 3,000 teachers and their students in a wide range of programs including writing, art, drama, community research, Oriental study, music, dance and many more.

PHILADELPHIA RENAISSANCE IN SCIENCE AND MATHEMATICS (PRISM) is a program to enhance the teaching of science and mathematics in the schools.

JOB SEARCH is a precedent setting program to help high school students develop skills required for employment and to teach them to use those skills to find a job.

HIGH SCHOOL ACADEMIES PROGRAM is a partnership of business, labor, community organizations and the school district. Each Academy is located in a comprehensive high school and provides program opportunities for students in the electrical, business, automotive and health fields.

ADOPT-A-SCHOOL PROGRAM has expanded cooperation between the public schools and the community. Some of the activities involved include tutoring, awards, scholarships, internships, job placement, equipment, supplies, career guidance, educational trips and guest speakers.

WALTER BIDDLE SAUL HIGH SCHOOL OF AGRICULTURAL SCIENCES is a district-wide program for high school students interested in pursuing instruction in agricultural areas which includes animal production, crop production, agricultural machinery sales and services, laboratory animal technology, turf technology, greenhouse management, retail floriculture and landscape horticulture. Students are also required to participate in comprehensive academic course work.

EARLY CHILDHOOD EDUCATION includes a series of programs for low and middle income students to increase their readiness for school. The web of ll major programs forms one of the most comprehensive pre-Kindergarten and early childhood efforts in the country and is showing results up through the other grades.

PHOENIX

PARENTHOOD RESOURCE CENTER is a comprehensive program which provides parenting skills training to current and expected parents; early and comprehensive prenatal care; health care to infants during their first year of life and vocational and personal counseling for participating students. The Center also establishes a support structure and follow-up care for parents and infants.

BEST (Business/Education Supported Training) program is a partnership between the Metro Tech Vocational Institute and Best Westerns International designed to improve the quality and versatility of education received by vocational education students in the Resort Occupations programs. Students participate in academic and vocational coursework and completion of the program guarantees any participating student employment with Best Western.

PITTSBURGH

SELECT EMPLOYMENT TRAINEE PROJECT (SET) is a dropout prevention program that provides economically or disadvantaged "at risk" special need students with

part-time job placement as an incentive to remain in school and overcome some of the barriers they will face as young adults. Students develop remedial and vocational skills from vocational instructors who serve as "tutors/mentors."

OCCUPATIONAL AND ACADEMIC SKILLS FOR THE EMPLOYMENT OF STUDENTS, Project OASES, is a classroom and community centered program designed to motivate eighth-grade students who have not responded well to traditional education programs. The OASES student participates in planned programs that include academics, physical education, and career and occupational orientation.

SCIENCE AND MATHEMATICS ACADEMIES FOR MINORITY YOUTH is a program for black students in grades 1 thru 12 designed to increase the achievement and enrollment of minority youth in higher level science and mathematic courses. Students are offered enrichment experience in science and mathematics which include active investigations, visits to science centers, and demonstrations by scientist volunteers.

SCHENLEY HIGH SCHOOL TEACHER CENTER is the first intensive school-based staff development program for high school teachers in the United States. The Center's objectives are to apprise teachers of district-wide initiatives; make teachers more sensitive to adolescents; update teachers' knowledge in their specific content areas; refine and expand teachers' instructional skills; provide teachers with the opportunity for personal and professional enrichment; and enable teachers to follow through on individual and interactive plans for continued professional growth.

BROOKLINE ELEMENTARY TEACHER CENTER PROGRAM is organized to develop staff and, to satisfy the diverse educational needs of children. The Center's program objectives are to demonstrate state-of-the-art instructional curriculum and school organizational practices; to revitalize teachers' subject knowledge, instructional skills and professional attitudes; and to develop effective instructional leadership.

PARTNERS IN EDUCATION (PIE) is a district-wide secondary and middle school program to enhance the academic and social development of students through the pairing of schools with business and community organizations. PIE establishes and coordinates ongoing relationships between institutions and their employees.

COMMONWEALTH CLASSROOM provides an alternative learning environment for students experiencing difficulty in areas of attendance, grades, and discipline. Students are encouraged to view school as a privilege. The basic model requires that students removed from the mainstream "earn their way back" via an individual contingency plan.

MONITORING ACHIEVEMENT IN PITTSBURGH (MAP) is a program deigned to improve student's critical thinking skills. The program is structured around the social science curriculum and has three main components: instruction; assessment and staff development.

PORTLAND

BRIDGE is a business partnership that provides year-round basic education programs with pre-employment opportunities for ninth and tenth graders.

SUMMER TRAINING AND EDUCATION PROGRAM (STEP) combines basic skills and life skills instruction with a summer work experience for 14 and 15 year old students.

PARTNERSHIP PROJECT is a school-to-work transition program for 11th and 12th graders academically and economically disadvantaged, who have demonstrated the abilty to attend school but are 2 to 4 years below grade level in reading and math. The program includes competency based pre-employment training and academic classes to enhance the students abilities in math and reading.

FINANCIAL SERVICES ACADEMY is a three-year training program for selected 10th through 12th grade students which combines basic adademic studies with practical training related to financial services.

PROJECT CARE is an alternate program for 11th and 12th grade students which combines half-days in regular high school classes with vocational exploration and career internships in the community.

CAREER PATHWAYS is designed to help low-income 11th grade students strengthen their chances of graduating from high school and gain admission to college or obtain a full-time job.

COMPREHENSIVE SUMMER YOUTH EMPLOYMENT PROGRAM provides individualized training in employment options, assessment of individual needs, and referral to appropriate summer employment.

ALCOHOL AND DRUG PROGRAM is a district-wide program which provides comprehensive drug prevention services appropriate to the different needs of schools and students. Program components include parent and community education, education and prevention programs for students, special targeted programs, identification and referral for students who have alcohol-drug probems, assistance and support for students who have stopped using alcohol and other drugs, and staff training.

T.I.M.E.X. (Teaching Integrated Model Exemplary Center) is a district-wide reading intervention project for 3rd and 4th graders. The project features strong behavior management, motivation and progress monitoring components coupled with test preparedness and customized materials development.

ROCHESTER

MAGNET SCHOOL PROGRAM involves 20 magnet schools which begin with pre-kindergarten through 12th grade. The district is currently planning to convert all of its high schools to magnet schools by September, 1988. Magnet School programming includes foreign language, environmental science, intercultural studies, computer sicence, performing arts, business, law and government, and liberal arts. The program has been nationally recognized as a model for both academic achievement and voluntarily desegregation.

FRANKLIN SCHOOL REDESIGN PROJECT is a two-year planning effort to completely redesign an inner-city junior high school. The purpose of the effort is to focus the entire school and its community around increasing student achievement. Facets of the redesign include curriculum revision, staff development and in-service training, and administrative restructuring (using a "house model approach").

SCHOOL-WIDE COUNSELING PROGRAM is aimed at improving school-community relationships, increasing parent involvement, and encouraging community use of facilities. Two planning years have been devoted to the initiative which is being fully implemented with district funds in the 1987-88 school year.

HISPANIC STUDIES PROJECT is designed to analyze system-wide policies and practices on the achievement of Hispanic youth. This unique effort focuses on four areas: improvement of student access to district and community resources, academic intervention, staff training and development, and home-school parent relationships. The project involves a broad representation of the Hispanic and non-Hispanic communities

TEACHER EMPOWERMENT PROJECT is a new effort designed to implement various recommendations made by The Carnegie Report on Teaching. The project includes an innovative collective bargaining agreement with the AFT local unions which provides for lead teachers, school-based planning committees, and increased teacher decision-making over transfers, and increased accountability for student achievement.

ST. LOUIS

COMMUNITY AND PARENT INVOLVEMENT: PARENT/EARLY INFANT PROGRAM (PEIC) emphasizes the critical importance of the first three years of life for a child's cognitive and social development, and the importance of working with first-time parents. Four Parent/Early Infant Centers provide educational guidance to first-time parents from the third trimester of pregnancy until the child had reached three years of age.

THE CHAPTER 1 PRESCHOOL ACADEMY PROGRAM is designed to provide a cognitively-oriented instructional program for three and four year old children who score below a cut-off score on a screening test. The first Preschool Academy opened in 1976 and the program has now expanded to ten. At each site a coordinator and an instructional aide serve two groups of 15 children per day.

EMPLOYMENT/PRIVATE SECTOR: SCHOOL PARTNERSHIP PROGRAM recruits volunteers from all sectors of the business community to work in classrooms with students at all grade levels in order to demonstrate how the skills that are being taught in school are used in the work place. As a result of this involvement, students are better motivated and less likely to drop out of school. The program has received recognition from the White House Office of Private Sector Initiatives.

HEALTH CARE: PARENT/INFANT INTERACTION PROGRAM (PIIP) assists pregnant and parenting students to remain in and complete high school. PIIP uses a "mainstreaming" approach, a needs-based curriculum in the regular school setting. The program views teen parenting as stressful as pregnancy and offers in-school supports to both male and female students in (l) parenting instruction, (2) career education for economic independence, (3) postponing repeat pregnancy, and (4) at-school infant care.

PROGRAM TO IMPROVE STUDENT DISCIPLINE seeks to plan, direct and supervise school-based alternative programs designed to increase the student's level of self-esteem, which tends to result in subsequent increases in achievement, attitude and behavior.

SCHOOL/PARENT/COMMUNICATIONS AND INVOLVEMENT (SPCCI) is designed to enhance, create and maintain parent/community involvement through an aggressive organization effort and improved communications between the school, home and community-at-large.

ST. PAUL

MATERNAL AND INFANT CARE PROGRAM (MIC) is a comprehensive school-

based health center located in four schools which provides primary and preventive services to students during school hours. Services available to students range from immunizations and athletic physicals to mental health counseling, prenatal care and family planning. The program focuses on reducing the negative effects of teenage pregnancy, decreasing pregnancy rates, and addressing a wide variety of adolescent issues and concerns.

INTENSIFIED SERVICES FOR DISADVANTAGED STUDENTS: CARL PERKINS PROJECT is designed to enhance vocational planning and preparation for disadvantaged secondary students during high school. Students are given an opportunity to assess their career interests, abilities, and goals; plan their high school programs consistent with their career goals; and prepare for a successful transition into job placement or post secondary education.

HEALTH EDUCATION ABOUT AIDS AND THE VIRUS THAT CAUSES AIDS PROGRAM is a district-wide efforts to provide education to students and the community about AIDS, the transmission of the virus that causes AIDS, and the prevention of risk producing behaviors.

CHEMICAL HEALTH PROGRAM is a district-wide effort to encourage and facilitate the development of the students' self-esteem and well-being; assist students whose chemical use-related problems interfere with their opportunity to succeed in school; educate students in the issues surrounding the use and abuse of mood-altering chemicals; and promote staff and parent awareness of chemical health. Chemical Health Specialists are assigned to work closely and cooperative with school personnel, parents and community agencies to provide the best possible professional services.

SAN DIEGO

BASIC SKILLS SUPPLEMENTARY ASSISTANCE provides assistance to students in grades K-12 requiring immediate short-term or long-term remediation. The program combines district and ECIA Chapter 2 funds to serve all regular district schools. Instruction is provided by paraprofessionals and may occur in the classroom, outside the classroom, before school, at lunch time or after school.

PROJECT STEP (Systems To Encourage Potential) provides supplementary personal, educational and career counseling and motivation to selected ECIA Chapter I Program participants in all secondary Compensatory Education Program schools. The program provides site and central activities for students which focus on motivating and preparing students to improve achievement and leadership.

GATE DIRECT SERVICES TO SCHOOLS provides teachers and students with a rich source of services to broaden and enhance their regular curricula. Consultants and institutions provide inclass visitations in wide-ranging fields of interest and at levels of expertise.

SOCIAL CONCERNS PROGRAM maintains two district units. The Drug and Narcotic Education (DANE) program is designed to prevent drug and alcohol use and abuse; and the Social Health Education (SHED) unit which educates students about the roles of sexuality throughout their lives, including self-awareness, responsibility, relationships, and life planning. The Social Concerns Program is structured to be cognitive and affective.

The DANE and SHED programs are the oldest programs of their type in the country.

SAN FRANCISCO

NEWCOMER PROGRAM provides an Intake Center to test and place all non-English speaking children in appropriate programs. The exit criteria places the student in either bi-lingual, ESL, or regular classes.

SCHOOLS OF CHOICE provides alternative schools that stress the traditional academic program and offers the student and parent options in bi-lingual education and open enrollment programs.

SEATTLE

CENTRAL AREA YOUTH ASSOCIATION, (CAYA) is an inner-city community based project that assists young people with developing the skills and self-confidence to make decisions that are difficult. CAYA provides academic and athletic opportunities and assistance to youth.

PRIVATE INITIATIVES IN PUBLIC EDUCATION (PIPE) is an internship program for high school juniors and seniors who have identified specific career interests, shown the maturity to handle themselves in the business community, and shown some growth toward achieving their career goals. The PIPE internship program provides students the opportunity to obtain experience directly related to career interests, gain additional employability skills when paid employment is not available, receive training in career areas which require post-secondary training, apply the skills acquired in high school to the world of work, and study how school subjects are applied in a work environment.

THE ETHNIC REGISTRY OF ACHIEVING STUDENTS (REGISTRY) "accentuates the positive" in focusing on a student population paradoxically "at risk" because the student is good. The program recognizes the "achieving" student who may receive less attention and help than the "problem" or "endangered" students. The REGISTRY involves the resources of Seattle companies to offer incentives and rewards such as job opportunities, scholarships and professional mentor's help for successful high school students. Students are selected on the basis of academic (minimum G.P.A. 2.5), citizenship, attendance and school activity involvement.

VOCATIONAL EDUCATION EMPLOYMENT PROGRAM is a business partnership program that provides pre-employment training and job search assistance to all interested high school students. The program also provides an opportunity for low income students to participate in a paid pre-employment work experience in non-profit agencies.

BASIC SKILLS INTERVENTION PROGRAM (BSIP) is a component of a district-wide comprehensive basic skills intervention program designed to ensure student achievement to their full potential. The project utilizes an approach to remediation that allows for flexibility to meet individual building characteristics and student needs.

TEENAGE PREGNANCY AND PARENTING INTRAGENCY PROGRAM provides educational and social services to pregnant and/or parenting teenagers. The curriculum includes regular basic education classes, prenatal and postnatal care, and child care/parenting classes. The program also provides child care for parenting students.

CHALLENGE PROGRAM is a collaborative business partnership designed to improve the academic achievement of "at risk" high school students. Students participate in

regular academic classes and receive tutor/mentor support from members of the business community.

OPERATION RESCUE is a community based project designed to increase academic achievement of "at risk" students through early intervention. Students receive one-to-one tutoring which helps to improve their academic skills, enhance their self-esteem, and increases their motivation to learn.

TOLEDO

FAMILY LIFE EDUCATION CENTER offers free programs for parents, children and community agencies. Program areas include the Parent-Infant-Toddler Enrichment, Toledo Pre-School Center, Family Oriented Preschool Activity, Displaced Homemaker Program, Consulting Services and Inservice Education, and Career Transition Program.

THE INTERN PROGRAM is designed to offer the first year (intern) teacher the support, advice, and guidance necessary to make the first year's experience as successful as possible. Support is provided by a peer (consulting teacher) who has been identified as an excellent teacher. The program allows the consulting teacher the time to conduct a complete and proper evaluation of the intern's progress and ultimate success in meeting the criteria for employment.

INDUSTRIAL AUTOMATION/ROBOTICS PROGRAM is a two-year vocational offering designed to provide students with a strong background in both academic and technical subjects. Students learn how to operate, repair and maintain industrial machinery. Complex systems of "high tech" are studied through hands-on experience in machine design, electronics, hydraulics, pneumatics and mechanical systems.

CIRCLE OF SUPPORT PROGRAM is designed to return dropouts to a formal, educational program and to keep potential dropouts in high school. The program utilizes both community and school resources; including peers, adults, and community agencies, to reduce the number of dropouts.

TUCSON

TUCSON MANPOWER DEVELOPMENT SUMMER YOUTH EMPLOYMENT PROGRAM is a district-wide effort that provides youth with employment and training opportunities to develop skills, and knowledge and attitudes to enhance their ability to make appropriate educational and career decisions.

HIGH ORDER THINKING SKILLS PROGRAM is designed to produce measurable improvement in the areas of basic skills and social confidence through computer involved thinking activities. The curriculum consists of a variety of software programs and series of teacher's guides. The program goals are communicated to parents, regular classroom teachers and community members through parent meetings, inservices and workshops.

CHAPTER 1 PARENT AND CHILD EDUCATION is a pre-kindergarten program designed to increase the success rate of children at risk both in the cognitive and social areas. The program helps to form a close partnership with parents in supporting their child's learning.

TEACHERS TRAINING TEACHERS (PROJECT 3T) is designed to improve student achievement in writing and high order thinking skills by updating instructional methods through a teacher training strategy. The teacher training strategy is based on collegiality, peer coaching, demonstration and conferencing and, is offered to teachers with "at-risk" youth in grades K-3.

SCHOOL COMMUNITY PARTNERSHIP COUNCIL is a district-wide program designed to develop better understanding within the school community; create unity of action and support for education; provide an effective communications system within the school district and, advise the school board on education matters. The Council identifies areas of concern and offers suggestions for courses of action and; coordinates activities with existing groups, administrators, teachers and the community.

TULSA

ADOPT-A-SCHOOL AMOCO/JUNIOR LEAGUE SCIENCE ENRICHMENT PROGRAM provides hands on experiments in physics, chemistry and life science for fourth and fifth grade students. This program, started four years ago, also utilizes the expertise of veterinarians. Amoco scientists and Tulsa area veterinarians provide the training for parent volunteers who in turn assist the teachers in the classroom.

KINDERGARTEN OF THE EIGHTIES combines technology with traditional kindergarten activities. Children learn to type stories they make up on computers using word sounds to approach the spelling of any word in their vocabulary. Ultimately, students learn they can write what they say and think, and can read what they write. Standardized reading scores for children in this program are as much as 17 percentile points higher than in traditional kindergarten programs.

READY TO READ preschool program prepares four-year-olds from low socio-economic families for kindergarten. The youngsters are introduced to colorful talk-back computer programs which teach them to recognize letters and the sounds they make. Other media support the lessons, and prepare the children to leap the hurdle between the information-have-nots and the information-haves which will spell a large class difference in our information-age society in the future.

COMPUTERIZED INSTRUCTIONAL MANAGEMENT PROGRAMS help track individual student progress and identify areas of deficiency through the elementary grades. The program gives teachers the ability to evaluate instructional programs and techniques and to provide individual instruction to a degree not possible with traditional methods.

WAKE COUNTY

SCHOOL-COMMUNITY HELPING HANDS PROJECT is a developmental assistance model for early adolescent Black male students. The model is designed to increase the tendency in Black male students to access educational opportunities and to combat negative influences on their developments. The target group, 80 sixth grade students who are at-risk of school failure, will be matched to Black male educators for one year. One key feature will be the development of an individual work plan for each student which addresses barriers to student success in school.

CAREER BEGINNINGS is a partnership effort involving North Carolina State University, the Wake County Public School System and the business commuity. The program is designed to help selected at-risk high school students graduate and obtain fill-time jobs or gain admission to college. The three main components are: an adult mentor relationship, summer-work experience with sponsoring

corporations, and year-long support services including an academic internship for credit.

PARENTING: THE UNDERDEVELOPED SKILL is a district-wide program of collaboration between the local Parent Teacher Association Council and school-based counselors. The program's goal is to assist parents to fullfil their roles in helping children grow in positive ways. One counselor and one PTA volunteer represent a trained team that delivers instructional sessions to parents.

HORIZONS is a program designed to assist potential and actual dropouts to continue educational experiences toward graduation. The HORIZONS program will use on-site health care services delivered by various service providers of the county.

DRUG ABUSE PREVENTION EDUCATION is the district's effort to coordinate learning and support in a comprehensive K-12 program. The use of QUEST: skills for learning, student assistance programs, and the basic education plan's helpful living curriculum provides a combined skill and attitudinal learning approach. A special emphasis in grades 5-9 focuses on responsible decision making.

PROJECT FIND is a community-based program of involvement and collaboration between Drug Action Incorporated (DAI) and the Wake County Public School System to assist families of students who exhibit drug and alcohol abuse behaviors at school. The program offers an alternative family counseling effort in the evenings which allows the student to continue to receive the regular instructional program.

WASHINGTON, D.C.

SECONDARY SCHOOL PEER COUNSELOR PROGRAM is designed to provide on-going learning experiences to a cadre of students in high schools that will enable them to be a "friend" to their peers. Selected secondary students participate in training to become positive role models and implement activities to prevent/and or reduce substance abuse among their peers.

PROJECT ACCESS is designed to assist high school seniors obtain entry level career employment with upward mobility. Students participate in a pre-employment training program that includes work-related seminars and paid internships. The program also provides students with volunteer mentors who act as advisors and role models.

SCIENCE/MATHEMATICS EDUCATION PROJECT provides remediation and acceleration activities for students, grades 4-12, leading to high student motivation to pursue and excel in areas of science and math. The project also provides opportunities for teachers to enhance their growth and professional development. Scientists, mathematicians, engineers and computer specialists are recruited to help teachers with math and science projects.

ATTENDANCE IMPROVEMENT PROGRAM is a district-wide effort to provide specialized services to students who are picked up by police as truant and to students who have severe chronic attendance problems. Students receive intensive and immediate services from social workers in the attendance service center. The program also improves instructional programs to make them more interesting and valuable to students.

PUBLIC/PRIVATE PARTNERSHIP PROGRAM seeks to motivate and support young people, Grades 9-12, to stay in school by allowing them to explore various career fields. The program combines a specialized academic curriculum with practical work experiences that emphasize specific career areas. The program offers student internship

and teacher externship experiences in Health, Professional Careers, Communications, International Studies, Business and Finance, Pre-Engineering, Culinary Arts, and Hospitality.

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In addition to the Critical Issues Task Force, the report was the product of a number of individuals, including:

Steering Committee
Richard Green (Minneapolis)
Forrest Rieke (Portland)
Eugene Carter (Norfolk)
Larry Zenke (Tulsa)
Myra Kopf (San Francisco)
Leonard Clegg (Dallas)
Holmes Braddock (Dade County)

This working group of superintendents, board members, and staff met periodically through the life of the project to review draft material, set the tone for the report, and provide overall direction.

Deepest appreciation is due to the tireless work of:

Project Director:
Michael Casserly

Report Researched and Written by:
Nancy Kober and Michael Casserly
with Jakki Dennis

Photographs by:
Jakki Dennis

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Finally, the Council would like to thank each of our school systems whose enthusiasm for this project led to unprecedented participation. And we thank the staff of our member systems who completed surveys and provided program material and research data in tremendous detail.

Samuel B. Husk
Executive Director

ABOUT THE COUNCIL OF THE GREAT CITY SCHOOLS

THE COUNCIL OF THE GREAT CITY SCHOOLS is a membership organization composed of 44 of the largest urban public school districts in the United States. Its Board of Directors is comprised of the Superintendent and one Board of Education member from each school system; it is the only association so constituted and the only one whose membership and purpose is solely urban. Membership is open to urban public school systems which are located in cities with populations over 250,000 or enrollments over 35,000 and urban characteristics. The Council's purpose is to promote the improvement of education in the Great City Schools through research, legislative advocacy, and other appropriate activities. For three decades, the Council has been in the vanguard of leadership for urban education, advocating the cause of urban youth.

The Council was formally incorporated in 1961 as an outgrowth of concerns of educators and laymen that no existing national organization was directly focusing attention on the problems of large urban school systems. It began with informal meetings convened to discuss the educational needs of city children and to exchange information about successful and promising practices. Since that time the Council has sponsored many fact-finding, research, and technical assistance programs and has focused the attention of Congress and the Nation on issues vital to its members.

Located in Washington, D.C., the Council promotes communications at several levels: among member school districts, between member districts and other school systems, and among members and legislators and government officials who determine national educational policy direction. Its Board of Directors meets twice each year, and between each meeting an Executive Committee is empowered to manage the affairs of the organization. The Committee has a President, a Vice President, a Secretary/Treasurer, and a Past President and includes 13 other persons elected by the Board of Directors. In addition to a Nominations Committee, the Board of Directors has four standing committees which develop and review Council policies and programs in the following areas:

PUBLIC ADVOCACY.

The Public Advocacy Standing Committee is responsible for two areas of concern–the promotion and communication of urban education concerns and success stories to a variety of national audiences; and the promotion, coordination and dissemination of important Council news matters in the member districts.

LEGISLATION.

The Legislative Standing Committee seeks to mobilize the resources of member districts to work with legislators and other policymakers in the adoption and implementation of legislation favorable to the education of urban youth.

SPECIAL PROJECTS.

The Special Projects Standing Committee seeks to design and conduct specialized short-term activities and projects on issues of immediate concern to the membership.

RESEARCH AND POLICY.

The Research and Policy Standing Committee is responsible for three areas of concern—identification of and research on critical issues in urban education; collection and dissemination of reliable and valid data on areas of common interest to the membership; and the analysis and evaluation of various educational policies.

The Council staff provides the Board of Directors and the Standing Committees with support services in each of the four areas described. In addition, the organization conducts specially outside-funded activities of common interest to its membership. Examples of recent activities include an international student exchange program with Zimbabwe, Israel, and Canada for inner-city American students; a project to assess and enhance technology in the Great City Schools; and a project to enhance Effective Management practices in urban school systems. The Council employs a full-time Executive Director to oversee its staff work.

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1987–88

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LIST OF NATIONAL REFORM REPORTS REVIEWED

A Nation at Risk, the National Commission on Excellence in Education

Making the Grade, the Twentieth Century Fund Task Force

Action for Excellence, the National Task Force on Education for Economic Growth of the Education Commission of the States

Reconnecting Youth, Education Commission of the States Business Advisory Committee

Educating Americans for the Twentieth Century, the National Science Board Commission on Precollege Education in Mathematics, Science, and Technology

Academic Preparation for College, the Educational EQuality Project of the College Board

Barriers to Excellence: Our Children at Risk, the National Coalition of Advocates for Students

Investing in Our Children: Business and the Public Schools, the Committee for Economic Development

High Schools and the Changing Workplace: The Employers' View, National Academy of Sciences

High School, Carnegie Foundation for the Advancement of Teaching

A Nation Prepared: Teachers for the 21st Century, Carnegie Forum on Education and the Economy

With Consequences for All, ASCD Task Force on Increased High School Graduation Requirements

The Educationally Disadvantaged: A National Crisis, the State Youth Initiatives Project

Time for Results, the National Governors' Association

The Unfinished Agenda: The Role of Vocational Education in the High School, the National Commission on Secondary Vocational Education

What Works: Research on Teaching and Learning, U.S. Department of Education

What Works: Schools that Work, Educating Disadvantaged Children, U.S. Department of Education

Technology and Employment: Innovation and Growth in the U.S. Economy, National Academy of Sciences, National Academy of Engineering, Institute of Medicine

STATISTICAL SOURCES

[Statistics are numbered according to the order in which they appear in the particular Urban Index noted.]

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2. Digest of Educational Statistics, 1985-86, U.S. Department of Education

3-5. Condition of Education in the Great City Schools

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5-6. Council of the Great City Schools data files

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6-7. The Urban Challenge, New Jersey Education Association, 1987

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7-9. William Gainer, U.S. General Accounting Office, testimony before the U.S. House of Representatives Committee on Education and Labor, May 20, 1986
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1-2. John C. Manning, International Reading Association, testimony to U.S. House of Representatives, Committee on Education and Labor, August 1, 1985
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6-10. Black and White Children in America
11-13. Attitudes Toward Public Schools, the Gallup Poll, 1986
14-16. Metropolitan Life Survey of the American Teacher

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